THE CONTRIBUTION OF SOCIAL ATTITUDES, LEARNING INTEREST, AND TEACHER COMPETENCE TOWARD THE FIFTH-GRADE ELEMENTARY STUDENTS' ADAPTIVE SKILLS IN SEMESTER II AT CLUSTER 3 TABANAN

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KONTRIBUSI SIKAP SOSIAL, MINAT BELAJAR, DAN KOMPETENSI GURU TERHADAP KETERAMPILAN ADAPTIF SISWA SD KELAS V SEMESTER II KLUSTER 3 KABUPATEN TABANAN

ARTICLE HISTORY	ABSTRACT
	Abstract: The contribution of social attitudes, interest in learning, and teacher competence toward the fifth-grade elementary students' adaptive skills in semester II at cluster 3 is discussed in this paper. The research is ex-post-facto research. The population is 137 students. The data collection method is a questionnaire. Based on the research that has been conducted, it is concluded that 1) there is a contribution of social attitudes toward the fifth-grade elementary students' adaptive skills in Semester II at cluster 3 in Tabanan with a contribution of 23.50% and an effective contribution of 8.52%. Hereafter, 2) there is a contribution of learning interest toward the fifth-grade elementary students' adaptive skills in Semester II Cluster 3 in Tabanan with a contribution of 32.9% and an effective contribution of 15.60%. In addition, 3) there is a contribution of teacher competence toward the fifth-grade elementary students' adaptive skills in semester II at Cluster 3 in Tabanan with a contribution of 37.50% and an effective contribution of 24.97%. Lastly, 4) there is a significant contribution of social attitudes, learning interest, and teacher competence simultaneously toward the fifth-grade elementary students' adaptive skills with a contribution of 49.10%. *Keywords: social attitude, learning interest, teacher competence, students' adaptative skill.*
	Abstrak: Kontribusi sikap sosial, minat belajar, dan kompetensi guru terhadap kemampuan adaptasi siswa kelas V SD Semester II Gugus 3 dibahas dalam artikel. Penelitian merupakan penelitian *ex-post facto*. Populasi sebanyak 137 siswa. Metode pengumpulan data adalah metode angket. Berdasarkan penelitian yang telah dilakukan, disimpulkan bahwa 1) terdapat kontribusi sikap sosial terhadap keterampilan adaptif siswa kelas V SD Semester II Gugus 3 Kecamatan Tabanan Kabupaten Tabanan dengan kontribusi sebesar 23,50% dan sumbangan efektif sebesar 8,52%. 2) terdapat kontribusi minat belajar terhadap keterampilan adaptif siswa kelas V SD Semester II Gugus 3 Kabupaten Tabanan, dengan kontribusi sebesar 32,9% dan kontribusi efektif sebesar 15,60%. 3) terdapat kontribusi kompetensi guru terhadap kemampuan adaptasi siswa kelas V SD semester II Gugus 3 Kabupaten Tabanan dengan kontribusi sebesar 37,50% dan kontribusi efektif sebesar 24,97%. dan 4) secara bersama-sama terdapat kontribusi yang signifikan antara sikap sosial, minat belajar, dan kompetensi guru terhadap keterampilan adaptif siswa kelas V dengan kontribusi sebesar 49,10%. *Kata kunci: sikap sosial, minat belajar, kompetensi guru, kemampuan beradaptasi siswa*

INTRODUCTION

The era of globalisation is an era of intense competition in all areas of human life. In order for us to be able to compete in this era, one must be able to adapt quickly to the developments that occur in the surrounding environment. This rapid development also occurs in the field of education. Therefore, all components of education must be able to adapt to the development of Science and Technology, so that the knowledge provided to students is in accordance with the demands of the times.

In school education, it is carried out through the learning process. The learning process is one of the most important aspects in achieving the educational goals set by the teacher and the government. The learning process should always prioritise the meaningfulness of learning and active participation of students (Salati, 2015). It is intended that students are able to understand the learning material provided by the teacher as a whole.

In the learning process at school, students must have good adaptation skills. This is because the school environment is the place where students interact the most, so students must be able to adjust themselves at school. With self-adjustment, students will easily gain understanding from the teacher during learning. Through good self-adjustment, students can also develop their knowledge, namely learning from their experiences, as well as information they receive from teachers and from the surrounding environment.

If students have good adaptation skills at school, it will certainly be able to improve student learning outcomes. Learning outcomes are changes in a person's behaviour through learning process activities that can be measured in the form of changes in knowledge, attitudes, and skills (Awalluddin, 2018). The better the changes in knowledge, attitudes, and skills that occur in students, it means that the learning outcomes obtained by students are higher. This indicates that students understand the learning material as a whole and are able to apply it to solve the problems they face in the learning process.

Based on observations made in class V Cluster 3 Tabanan District, Tabanan Regency, it was found that the learning outcomes achieved by students were not optimal. There are still many students who get scores below the Minimum Completeness Criteria set by the school. This is evident from the average daily test score of students which is 67.25 still below the Minimum Completion Criteria set by the school which is 7.0.

Based on the results of researchers' interviews with fifth grade teachers, information was obtained that: the learning process in the Covid 19 pandemic atmosphere makes teachers and students have to adjust. This is because students who used to study face-to-face at school, now study more at home. Learning like this makes the meaningfulness of learning less and teachers are quite difficult in finding suitable learning methods and styles to apply to students. Based on the results of these interviews, it can be concluded that students' adaptability at school is not optimal.

The learning process in the Covid 19 pandemic era also makes social attitudes low. This is evidenced by students being happier and focused on using gadgets in their daily lives. This low social attitude also causes students' interest in learning to be low. This is because to find answers to questions/assignments given by the teacher, it is enough to look for them through the mobile phones owned by students. This, of course, is also influenced by the competence of teachers who do not master the learning process in this covid 19 pandemic era (Fitria et al., 2021).

From the explanation above, it is predicted in this study that social attitudes, learning interests, and teacher competence contribute to students' adaptive skills, so that these factors should be considered by teachers in carrying out the learning process to students, in order to achieve optimal learning objectives.

Attitude is a positive or negative reaction of a person to a certain object of each person has an attitude that is different from one another. This

is in line with the opinion expressed by (Rahma Ulfa et al, 2017) which defines social attitudes as individual awareness that determines real and repeated actions towards social objects. A student who has a high social attitude will certainly have a wide association and insight will also be wider than students who have a low social attitude.

In the learning process, students who have high social attitudes will certainly interact more easily with friends and teachers. These students will be bolder and have better ethics in communicating or expressing opinions in the learning process. If they experience problems in learning, students who have a high social attitude will certainly be more courageous in asking friends, teachers, and the surrounding environment. This certainly greatly affects students' adaptation skills.

Next is interest in learning. According to (Rahma et al, 2017)) "Interest is the attitude of cognition, conation, and emotions of a person who is directed at an object and the feeling element has a strong relationship". Furthermore (Marwanto, 2022) also reveals that interest is a sense of liking or interest in an object or activity that arises through within a person. If this interest is related to learning activities, of course students who have a high interest in learning will really like and enjoy learning.

Students who are happy in learning, usually will be more enthusiastic in learning. In addition, students will try to explore their own knowledge, and look for information in various supporting sources so that students can master the material completely. This of course will greatly impact students' adaptation skills. Students who have a high interest in learning, of course, will have better adaptive skills than students who have low interest in learning.

The third factor is teacher competence. Competence according to (Astuti, 2018) is the ability and proficiency in the form of knowledge, skills, and abilities possessed by individuals so that they can perform cognitive, affective and psychomotor behaviours well. According to the Law on Teachers and Lecturers No.14 of 2005, it is explained that competence is a set of knowledge, skills, and behaviours that must be possessed, lived and mastered by an educator in carrying out his professionalism.

Teachers who have good teacher competence will definitely be able to manage the learning process well. The learning process carried out by the teacher will certainly be more innovative and adapted to the material and characteristics of the students he teaches. This will make the learning process more meaningful and certainly enjoyable for students. If students already feel happy in learning, then students will more easily adapt to the teaching methods provided by the teacher, so that the material they learn will be easier to understand.

Based on the explanation above, the factors of social attitude, learning interest, and teacher competence contribute to students' collaboration skills. However, how much the contribution is, is not yet known for sure. Because there has never been a study that raised this in class V Cluster 3 Tabanan District Tabanan Regency. Therefore, this study will raise the title of the Contribution of Social Attitude, Learning Interest, and Teacher Competence to the Adaptation Skills of Grade V Primary School Students Semester II Cluster 3 Tabanan District Tabanan Regency.

RESEARCH METHODS
Type of research

This research uses an "ex-post facto" approach because in this study there is no treatment or manipulation of the research variables. The constellation of variables used in this study is as follows.
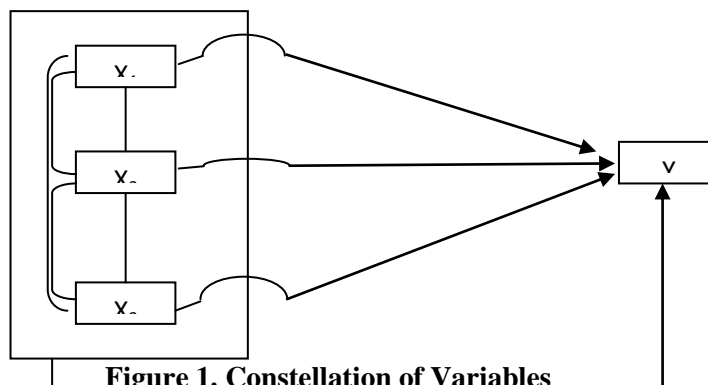
Figure 1. Constellation of Variables

Description:

X₁	: Social Attitude
X₂	: Interest in learning
X₃	: Teacher competence
Y	: Adaptability Skills

Research Population

The population in this study were fifth grade students of Cluster 3 Tabanan District, Tabanan Regency, which consisted of 6 schools. The distribution of the population is as follows.

Table 1. Research Population

No	School	Number of Students
1	State Elemtary School 1 Denbantas	26
2	State Elemtary School 2 Dajan Peken A	28
3	State Elemtary School 2 Dajan Peken B	26
4	State Elemtary School 4 Dauh Peken	21
5	State Elemtary School 4 Gubug	16
6	State Elemtary School 5 Gubug	14
7	State Elemtary School Abdi Kumara	6
	Total	137

Research Sample

Because the population in this study is not too large, the entire population in this study is directly used as a research sample, so the total research sample is 137 students.

Data Collection Procedure

The data collection procedure used in this study is to use the questionnaire method. The questionnaires used are: 1) social attitude questionnaire, 2) learning interest questionnaire, 3) teacher competence questionnaire, and 4) student adaptation skills questionnaire.

Data Analysis Method

Data analysis in this study is divided into three stages, namely: 1) data description stage, 2) analysis requirement testing stage, 3) hypothesis testing stage.

Data Description

Data that have been obtained from research are described according to each variable, including: social attitudes, interest in learning, teacher competence, and student adaptation skills. Data description is done by finding the average price (M), standard deviation (SD), mode (Mo), and median (Me) of each variable studied. To see the tendency of each variable, the average ideal score of all research subjects was compared with the average reality. From this average, the tendency was grouped into five categories with the norms of the ideal normal curve terroritic framework, as follows.

Table 2. Five-Scale Theoretical Ideal Benchmark

1.	X > (Mi + 1,5 SDi)	very positive/very good/very high
2.	(Mi + 0,5 SDi) < X ≤ (Mi + 1,5 SDi)	positive/good/high
3.	(Mi - 0,5 SDi) < X ≤ (Mi + 0,5 SDi)	neutral/medium
4.	(Mi – 1,5 SDi) < X ≤ (Mi – 0,5 SDi)	negative/ poor/low
5.	X < (Mi – 1,5 SDi)	very negative/very poor/very low

Description:
Mi: ideal mean = 1/2 (ideal maximum score + ideal minimum score)
SDi: ideal standard deviation = 1/6 (ideal maximum score - ideal minimum score)

Analysis Prerequisite Testing

The data analysis techniques used in this study are simple regression, multiple regression, and partial correlation techniques. The analysis requirements test is as follows.

a Data Distribution Normality Test
The normality test of data distribution is carried out to determine whether the frequency distribution of scores on each variable is normally distributed or not. For this, the Kolmogorov-Smirnov test can be used, with the criteria: if $p > 0.05$ the data distribution is normally distributed, otherwise if $p < 0.05$ the data distribution is not normal. The calculation was done with the help of a computer through the SPSS-17.00 for windows program.

b Linearity Test and Significance of Regression Coefficient
The linearity test is conducted to determine the form of the dependent variable relationship with each independent variable. The guideline used to see the linearity is to examine the Dev. From Linearity column of the means module, while to see the meaning of the direction of the regression is guided by the linearity column. The statistic generated from the module is the F statistic. Criteria that used are: 1) linearity test, in the Dev. From linearity, if Fc with $p > 0.05$ then the regression is linear, and vice versa if Fc with $p < 0.05$ then the regression is not linear, 2) test the meaningfulness of the regression direction, in the linearity column, if Fc with $p < 0.05$ then the regression coefficient is declared meaningful, otherwise, if Fc with $p > 0.05$ then the regression coefficient is declared meaningless. For the purposes of this analysis using the SPSS-17.00 program for windows.

c Multicollinearity Test
The multicolonierity test is intended to determine whether there is a high enough relationship or not between the independent variables. If there is a high enough relationship, it means that there are the same aspects measured in the independent variables. This is not suitable for use to determine the contribution of the independent variables together to the dependent variable. The criterion used in testing multicolonierity is to have a variance value around 1 or a tolerance number close to 1. This means there is no multicolonierity problem. For analysis purposes, the SPSS 17.0 program was used.

d Heteroscedasticity Test
Heteroscedasticity test is conducted to determine the homogeneity between groups of dependent variable data on each independent variable. The technique used to find heteroscedasticity is to use the SPSS 17.0 for windows program. The technique used to find heteroscedasticity is to use a linear regression model. The decision criteria are: (a) if there is a certain pattern such as points that form a regular pattern (wavy, widening then narrowing) then heteroscedasticity occurs.

e Autocorrelation Test
The purpose of conducting the Autocorrelation test is to detect whether or not autocorrelation is constant between independent variables. Autocorrelation is tested using the Durbin-

Watson test according to the following formula:

$$d = \frac{\sum\limits_{t=2}^{n}\left(e_1 - e_{1-1}\right)^2}{\sum\limits_{t=1}^{n}e_t^2}$$

Autocorrelation occurs in a regression if two errors ε_{t-1} and ε_t not independent or C $(\varepsilon_{t-1},\varepsilon_t)$ ≠ 0. Autocorrelation usually occurs when variable measurements are made within a certain time interval. Autocorrelation is done with the Durbin-Watson (d) statistical test with SPSS 17.0 for windows. The value of d ranges from 0 to 4. Autocorrelation does not occur if the value of d is close to 2.

3. Hypothesis Testing

To test the first, second, and third hypotheses, a simple correlation analysis technique (Pearson product moment correlation) was used with the formula:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(N \sum X^2 - (\sum X)^2)\,(N \sum Y^2 - (\sum Y)^2)}}$$
(Suratmi et al., 2018)

To determine the significance of the r value, it is consulted with the value of r_{tabel}. The decision rule using α = 0,05, if r_{count} > r_{table} (p < 0,05), then Ho is rejected, meaning significant. Conversely, if r_{count} < r_{table} (p < 0,05), then Ho is accepted, meaning it is not significant. Furthermore, to predict the independent variable on the dependent variable, simple regression analysis is used with the formula:

$$\hat{Y} = a + bX \text{ (Sudjana, 2006; 312)}$$

To test the significance of the regression line above, the following formula is used.

$$F_{reg} = \frac{RJK_{reg}}{RJK_{res}}$$

with degrees of freedom (dk) = 1: (n-2)
(Candra, 2021)
Descriptions:
n   = Number of samples

F_{res} = Value of F number for regression line
RJK_{reg} = Mean square of regression line
RJK_{reg} = Mean square of residual line
The decision rule is to use α = 0,05 and dk = 1: (n-2), if F r_{count} > F $_{table}$ (P<0,05), then the regression line is significant, and vice versa if F_{count} < F_{table} (P>0,05), then the regression line is not significant. For analysis purposes *SPSS-17.00* program *for windows.*

To test the fourth hypothesis, multiple correlation, multiple regression, and partial correlation analysis techniques were used with the following formulas:

Multiple Correlation

$$Ry\,(123) = \sqrt{\frac{a_1\sum x_1 y + a_2\sum x_2 y + a_3\sum x_3 y}{\sum y^2}}$$

(Arfani & Sugiyono, 2014)

To test the significance of the R value using the F formula as follows.

$$F_{reg} = \frac{R^2\,(n-m-1)}{m}$$

(Arfani & Sugiyono, 2014)

The decision rule is to use a significant level of 95% and dk = (m): (n-m-1): jika F_{count} > F_{table} then, Ho is rejected, meaning significant, otherwise if F_{count} < F_{table} maka Ho accepted, it means it is not significant. To determine the double contribution (determinant coefficient) by squaring the R value.

Multiple Regression

$$\hat{Y} = a + b_1 X_1 + b_1 X_2 + b_3 X_3$$
(Arfani & Sugiyono, 2014)

To test the significance of the regression line above, the following formula is used:

$$F_{res} = \frac{RJK_{reg}}{RJK_{res}} \quad ,$$

with degrees of freedom (dk) = (m): (n-m-1)

(Candra, 2021)

Keterangan:

n = Number of samples
m = The number of predictor counts
F_{re} = Value of F number for the regression line
RK_{reg} = Mean square of regression line
RK_{res} = Mean square of residuals

The decision rule is to use $\alpha = 0,05$ and dk (m): (n-m-1). Jika $F_{count} > F_{table}$ (P<0,05) then the regression line is significant, otherwise if $F_{count} < F_{table}$, then the regression line is not significant.

Partial Correlation

To determine the partial correlation, namely the correlation between one independent variable and the dependent variable by controlling other variables, the second level partial correlation formula is used with the following formula:

$$r_{1y-2,3} = \frac{r_{1y-2} - (r_{1,3-2})(r_{3y-2})}{\sqrt{(1-r^2_{1,3-2})(1-r^2_{3y-3})}}$$

$$r_{2y-1,3} = \frac{r_{2y-2} - (r_{2,3-1})(r_{3y-1})}{\sqrt{(1-r^2_{2,3-1})(1-r^2_{3y-1})}}$$

$$r_{3y-1,2} = \frac{r_{3y-2} - (r_{2,3-1})(r_{2y-2})}{\sqrt{(1-r^2_{2,3-2})(1-r^2_{2y-1})}}$$

(Candra, 2021)

To test the significance of the partial correlation value, the t-student test is used, with the decision rules using $\alpha = 0,05$ dk = n-m-1, if $t_{count} > t_{table}$ then Ho is rejected, means significant, otherwise if $t_{count} < t_{table}$ then Ho is accepted, it means it is not significant. To analyze, it was used the SPSS-17.00 for windows program.

RESULT AND DISCUSSION
AnalysisPrerequisiteTesting
1) Testing the Normality of Data Distribution

The normality test of data distribution is carried out to determine whether the frequency distribution of scores on each variable is normally distributed or not. For this, the Kolmogorov-Smirnov test can be used, with the criteria: if p> 0.05 the distribution of data is normally distributed, otherwise if p < 0.05 the distribution of data is not normal. The calculation was carried out with computer assistance through the SPSS-17.00 for windows program. The results of testing the normality of data distribution can be seen as follows.

Table 3. Normality Test of Data Distribution

Variable	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Social Attitude	0.33	137	0.080
Learning interest	0.092	137	0.307
Teacher competence	0.077	137	0.144
Adaptability skills	0.095	137	0.204

Based on Table 3, it can be seen that all variables are normally distributed because the sig. value on Kolmogorov-Smirnov is > 0,05. This means that the variable scores of social attitudes, learning interests, teacher competence and adaptation skills are normally distributed.

2) Regression Line
Linearity Test

The linearity test is conducted to determine the form of the dependent variable relationship with each independent variable. The guideline used to see the linearity is to examine the Dev. From Linearity column of the Means module, while to see the meaning of the direction of the regression is guided by the linearity column. The criteria used are: 1) linearity test, on the Dev. From linearity, if F_c with $p > 0,05$ then the regression is linear, and vice versa if F_c with $p < 0,05$ then the

regression is not linear, 2) test the meaningfulness of the regression direction, on the linearity column, if F_c with $p < 0,05$ then the regression coefficient is declared meaningful, otherwise, if F_c with $p > 0,05$ then the regression coefficient is declared meaningless. For the purposes of this analysis using the SPSS-17.00 for windows program. The calculation results can be seen as follows:

Table 4. Linearity Test with F Test at the Significance Level $\alpha = 0,05$

Pasangan Variable		F. Linieritas		F. Deviation from Linearity		Description
Independent	Dependent	Count	Sig.	Count	Sig.	
X_1	Y	52.220	0.000	2.140	0.202	Linear
X_2	Y	86.506	0.000	2.388	0.311	Linear
X_3	Y	96.646	0.000	1.996	0.227	Linear

Descriptions:

X_1	=	Social Attitude
X_2	=	Interest in Learning
X_3	=	Teacher competence
Y	=	Adaptability Skills

The results of the regression line linearity test analysis in Table 11 show the F deviation from linearity with a significance of $> 0,05$. Thus, it can be concluded that the correlation between social attitude scores, learning interests, and teacher competence with adaptation skills has a linear relationship.

3) Multicollinearity Test

Multicolinerity test is intended to prove or test whether there is a linear relationship between

one independent variable and another independent variable. Multicolinerity testing can use the VIF (variance inflation factor) value benchmark and the contribution coefficient between independent variables. Testing: if the VIF value is around 1 or has a tolerance close to 1, it is said that there is no multicollinearity between the independent variables. The results of the multicollinearity test analysis can be seen as follows:

Table 5. Multicolinerity test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Social attitude	0.880	1.271
	Interest in learning	0.899	1.270
	Teacher Competence	0.929	1.172

Based on Table 5, it turns out that the tolerance value $> 0,800$ and value VIF close to 1

for all independent variables, so it can be concluded that in the regression between the

independent variables of social attitudes, learning interests, and teacher competence on adaptation skills there is no multicollinearity between the independent variables.

4) Heteroscedasticity Test

Heteroscedasticity test is conducted to determine the homogeneity between groups of dependent variable data on each independent variable. The technique used to find heteroscedasticity is to use the SPSS 17.0 for Windows program. The technique used to find heteroscedasticity is to use a linear regression model. The decision criteria are: (a) if there is a certain pattern such as points that form a regular pattern (wavy, widening then narrowing) then heteroscedasticity occurs. Based on the analysis that has been done, the following results are obtained:
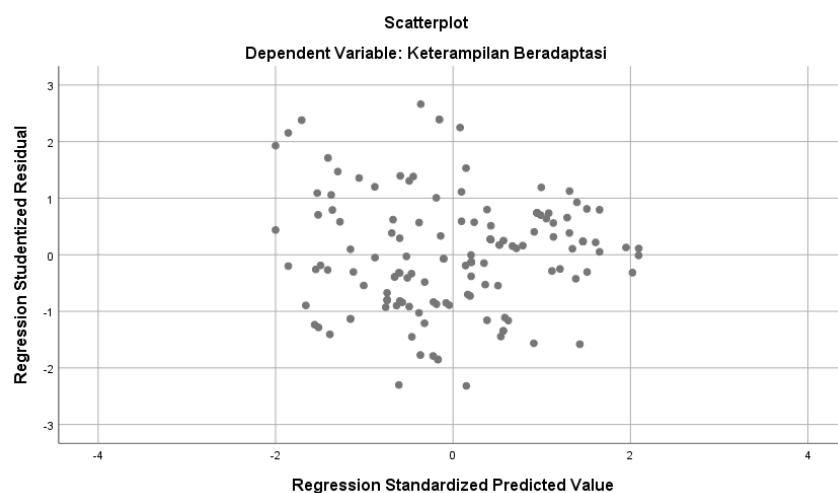

Scatterplot
Dependent Variable: Keterampilan Beradaptasi

Figure 2. Heteroskesdasticity Test of Social Attitude Variables, Learning Interest, and Teacher Competence on Adaptation Skills

From the graph, it can be seen that the points spread randomly, do not form a certain clear pattern and spread. This means that there is a constant variance, so the regression model is suitable for predicting the relationship between social attitudes (X_1), learning interests (X_2), and teacher competence (X_3) to adaptation skills (Y).

5) Autocorrelation Test

The autocorrelation test was carried out through the SPSS 17.00 for windows program. If the Durbin-Watson test value is in the range of values -2 to 2, it can be said that the variable instrument is free from autocorrelation problems. For the autocorrelation test of the variables of social attitudes, learning interests, teacher competence, and adaptation skills, it can be seen as follows:

Tabel 6. Autocorrelation Test Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.700[a]	0.491	0.479	8.21508	1.672

From Table 6 above, it appears that the Durbin-Watson value is 1.672 and is in the range of values -2 to 2, so it can be said that in all variable instruments there is no autocorrelation.

Thus, it can be concluded that in the regression between the independent variables of social attitudes (X_1), interest in learning (X_2), and teacher competence (X_3), on adaptation skills (Y) no autocorrelation occurs.

Hypothesis Testing
There is a Significant Contribution of Students' Social Attitude to the Adaptation Skills of Grade V Primary School Students at Semester II of Cluster 3, Tabanan District, Tabanan Regency.

The first hypothesis states that there is a significant contribution of students' social attitudes to the adaptive skills of fifth grade elementary school students at semester II Cluster 3 Tabanan District Tabanan Regency. This hypothesis was tested using simple regression technique. Testing the significance and linearity of the relationship between social attitudes (X_1) and adaptability skills (Y), can be seen in Table 7.

Table 7. Significance and Linearity Test of Regression Adaptability skills on social attitudes

Source of Variation	JK	dk	RJK	F count	F table α = 0.05	Descriptions
Regression	4133.943	1	4133.943	41.384	3.92	Significant
Residual	13485.503	135	99.893			
Total	17619.445	136				

Descriptions:
dk = *derajat kebebasa*n (degress of freedom)
Jk = *jumlah kuadra*t (sum of squares)
Rjk = *rerata jumlah kuadrat* (mean sum of quares)

Based on table 7 above, it can be concluded that $\hat{y} = 54.506 + 0.576X1$ with Freg = 41.384 with a contribution of 23.50% is significant and linear. The effective contribution of social attitude variables to students' adaptation skills is 8.52%. Because Freg> Ftabel. Based on the correlation analysis between social attitudes (X_1) and adaptation skills (Y), $r_{count} = 0.484$ was obtained. This means that $r_{count} = 0.484$ is significant at $\alpha = 0.05$ ($r_{table} = 0.176$). Thus, the null hypothesis (H_0) which states "there is no significant contribution of students' social attitudes to the adaptation skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency" is rejected.

This means that the research hypothesis (Ha) proposed, namely "there is a significant contribution of students' social attitudes to the adaptation skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency" is accepted.

There is a Significant Contribution of Student Learning Interest to the Adaptation Skills of Fifth Grade Elementary School Students in Semester II Cluster 3 Tabanan District Tabanan Regency.

The second hypothesis states that there is a significant contribution of student learning interest to the adaptation skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency. Testing this hypothesis is done with simple regression techniques Testing the significance and linearity of the relationship between student learning interest (X_2) and adaptability skills (Y), can be seen in Table 8.

Table 8. Significance and Linearity Test of Regression of Adaptive Skills on Student Learning Interest

Source of variation	JK	dk	RJK	F count	F table α = 0.05	Description
Regression	5792.383	1	5792.383	66.117	3.92	Significant
Residual	11827.062	135	87.608			
Total	17619.445	136				

Descriptions:
dk = *derajat kebebasa*n (degress of freedom)
Jk = *jumlah kuadra*t (sum of squares)
Rjk = *rerata jumlah kuadrat* (mean sum of squares)

Based on table 8 above, it can be concluded that the regression model $\hat{y} = 31{,}567 + 0{,}719X2$ with Freg = 66,117 with a contribution of 32.9% is significant and linear. The effective contribution of the student learning interest variable to student adaptation skills is 15.60%. Based on the correlation analysis between learning interest (X2) and adaptation skills (Y) obtained $r_{count} = 0{,}573$. It means $r_{count} = 0{,}573$ significant on $\alpha = 0{,}05$ ($r_{table} = 0{,}176$). Thus, the null hypothesis (H0) which states "there is no significant contribution of students' interest in learning to the adaptation skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency" is rejected.

This means that the research hypothesis (Ha) proposed, namely "there is a significant contribution of student interest in learning to the adaptation skills of fifth grade elementary school students at semester II Cluster 3 Tabanan District Tabanan Regency" is accepted.

There is a Significant Contribution of Teacher Competence to the Adaptation Skills of Fifth Grade Students of Semester II Elementary School Cluster 3 Tabanan District Tabanan Regency

The third hypothesis states that there is a significant contribution of teacher competence to the adaptation skills of fifth grade elementary school students in semester II of Cluster 3, Tabanan District, Tabanan Regency. This hypothesis was tested using simple regression technique. Testing the significance and linearity of the relationship between teacher competence (X3) and adaptive skills (Y) as shown in table 16 below.

Tabel 9. Significance and Linearity Test of Regression of Adaptation Skills on Teacher Competence

Source of variation	JK	dk	RJK	F count	F table $\alpha = 0{,}05$	Description
Regression	6611,928	1	6611,928	81,091	3,92	Significant
Residual	11007,517	135	81,537			
Total	17619,445	136				

Descriptions:
dk = *derajat kebebasa*n (degress of freedom)
Jk = *jumlah kuadra*t (sum of squares)
Rjk = *rerata jumlah kuadrat* (mean sum of squares)

Based on table 9 above, it can be concluded that the regression model $\hat{y} = 44{,}890 + 0{,}886X3$ with Freg = 81,091 with a contribution of 37.50% is significant and linear. The effective contribution of the teacher competence variable to student adaptation skills is 24.97%. This is because Freg> Ftabel. Based on the correlation

analysis between teacher competence (X3) and adaptation skills (Y) obtained $r_{count} = 0{,}613$. It means $r_{count} = 0{,}613$ significant on $\alpha = 0{,}05$ ($r_{table} = 0{,}176$). Thus, the null hypothesis (H$_0$) which states "there is no significant contribution of teacher competence to the adaptive skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency" is rejected. This means that the research hypothesis (Ha) proposed, namely "there is a significant contribution of teacher competence to the adaptive skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency" is accepted.

There is a Significant Contribution of Students' Social Attitude, Students' Learning Interest, and Teachers' Competence to the Adaptation Skills of Grade V Primary School Students at Semester II Cluster 3 Tabanan District, Tabanan Regency.

To test this fourth hypothesis, multiple regression and partial correlation techniques were used in this research. The test results are as follows:

Multiple Regression

The results of testing the significance of the multiple regression equation are presented in Table 10.

Table 10. Significance Test of Regression Equation of Student Social Attitude, Student Learning Interest, Teacher Competence and Adaptation Skills

Source of Variation	JK	dk	RJK	F count	F table $\alpha = 0.05$	Description
Regression	8643.606	3	2881.202	42.692	2.68	Significant
Residual	8975.839	133	67.488			
Total	17619.445	136				

Descriptions:
dk = *derajat kebebasa*n (degress of freedom)
Jk = *jumlah kuadra*t (sum of squares)
Rjk = *rerata jumlah kuadrat* (mean sum of squares)

Based on Table 17 above, it can be concluded that the regression model $\hat{y} = 57.579 + 0.209.X1 + 0.341.X2 + 0.589.X3$ with Freg = 42.692 (p<0.05) is significant with a contribution (R square x 100) of 49.10%. Thus, the nul hypothesis (H_0) which states "there is no significant contribution of students' social attitudes, students' learning interests, and teachers' competence to the adaptive skills of grade V elementary school students at semester II Cluster 3 Tabanan District Tabanan Regency" is rejected.

This means that the research hypothesis (Ha) proposed, namely "there is a significant contribution of students' social attitudes, students' learning interests, and teachers' competence to the adaptive skills of fifth grade elementary school students at semester II Cluster 3 Tabanan District Tabanan Regency" is accepted.

Partial Correlation

The partial correlation technique used is second-level correlation. This is intended to determine the relationship between one independent variable and the dependent variable, by controlling other independent variables. Based on the analysis using SPSS 17.00 for windows, the results are shown in Table 11.

Table 11. Partial Correlation Test of Social Attitude Variables, Learning Interest, and Teacher Competence with Adaptation Skills

Partial correlation	Correlation coefficient	t count	t table	Description
r_{1y-23}	0.199	2.345	1.980	Significant
r_{2y-13}	0.282	3.396	1.980	Significant
r_{3y-12}	0.438	5.621	1.980	Significant

Descriptions:
r_{1y-234} = The correlation between the variables of students' social attitudes and adaptation skills is controlled by the variables of students' interest in learning and teacher competence.

r_{2y-134} = The correlation between the variables of students' interest in learning and

adaptation skills is controlled by the variables of students' social attitudes and teacher competence.

$r_{3y\text{-}124}$ =The correlation between teacher competence variables and adaptation skills is controlled by the variables of students' social attitudes and students' interest in learning.

Discussion of Research Results
Contribution of Students' Social Attitudes to Adaptation Skills of Fifth Grade Elementary School Students of Semester II Cluster 3 Tabanan District, Tabanan Regency.

Based on the testing of the first hypothesis that has been carried out, it is found that: there is a significant contribution of students' social attitudes to the adaptation skills of Grade V Primary School Semester II Cluster 3 Tabanan District Tabanan Regency. Research conducted by (Rismayani et al., 2020) entitled Cultivation of Social Attitudes Through Social Studies Learning in Grade VII Students of State Junior High School 2 Singaraja. The results showed that: the cultivation of social attitudes of seventh grade students of State Junior High School 2 Singaraja through social studies learning has been embedded in the Good category. Teachers seem to have succeeded in instilling the value of social attitudes in accordance with the indicators that have been described by researchers, namely: honesty, courtesy, self-discipline, tolerance in class VII students of State Junior High School 2 Singaraja.

Furthermore, research conducted by (Saputra & Azhar, 2019) entitled Contribution of Social Attitude and Utilisation of Practicum Facilities to Basic Learning Outcomes of Electronic Electricity. The results of data analysis show: (1) Self-concept and utilization of practicum facilities together contributed 47.88% to student learning outcomes; (2) Self-concept contributed 21.34% to student learning outcomes; (3) Utilization of practicum facilities contributed 31.47% to learning outcomes. So it can be concluded that Social Attitude and utilisation of practicum facilities contribute to learning outcomes at State Vocational High School 5 Padang.

Attitude or "attitude" is the mental attitude of individuals in reacting and acting on objects (Siti Anisah et al., 2021) so that social attitudes are awareness from within individuals that influence the social environment. Social attitudes are individual awareness that determines real actions, which are repeated against social objects. Furthermore, according to (Mulyaningsih, 2014) social attitudes are one of the external factors that greatly influence learning outcomes. Attitudes that determine how to deal with other individuals in their group and individuals outside their group and psychological groups are called social attitudes. Furthermore, "social attitude arecharacterised by consistency in response tosocial objects". This means that social attitudes are characterised by consistency in response to social objects. Social attitudes are individual consciousnesses that determine real, repeated actions towards social objects.

Students who have a good social attitude will certainly find it easier to overcome all the obstacles they face in the learning process. Students will also be able to quickly adapt to the environment and learning methods provided by the teacher. This will certainly have a positive impact on the development of students' adaptation skills. Thus, it can be concluded that social attitudes make a significant contribution to students' adaptive skills.

Contribution of Student Learning Interest to Adaptation Skills of Fifth Grade Students of Semester II Elementary School Cluster 3 Tabanan District Tabanan Regency.

Based on the second hypothesis testing that has been carried out, it is found that: there is a significant contribution of student learning interest to the adaptation skills of fifth grade elementary school students in semester II cluster 3 Tabanan District Tabanan Regency. The findings in this study are also reinforced by the results of previous research conducted by (Handayani et al.,

2020) entitled Determination of School Culture, learning interest, and achievement motivation on students' Indonesian learning achievement. The results showed that: 1) there is a significant determination between school culture on Indonesian language learning achievement with a correlation coefficient of 0.373 and an effective contribution of 7.24%, 2) there is a significant determination between learning interest on Indonesian language learning achievement with a correlation coefficient of 0.379 and an effective contribution of 11.28%, 3) there is a significant determination between achievement motivation on Indonesian language learning achievement with a correlation coefficient of 0.372 and an effective contribution of 10.57%, 4) together, there is a significant determination between school culture, learning interest, and achievement motivation on Indonesian language learning achievement with a multiple correlation coefficient of 0.539 and a contribution of 29.1% to Indonesian language learning achievement in Elemtary School Cluster VI Kubu District.

Furthermore, research conducted by (Setiadewi et al., 2019) entitled Contribution of Social Attitude and Learning Interest to Social Studies Knowledge Competency. In his research it was concluded that (1) there is a significant influence of Social Attitude on social studies knowledge competency as evidenced by the value of Fcount = 5.88> Ftable = 3.91, (2) there is a significant influence of Learning Interest on social studies knowledge competency as evidenced by the value of Fcount = 4.33> Ftable = 3.91, (3) there is a significant influence of Social Attitude and achievement motivation on social studies knowledge competency as evidenced by the value of Fcount = 4.77> Ftable = 3.06. Interest is one of the factors that influence students in learning, where interest includes internal factors in student psychology. The existence of a good interest in learning contained in students, of course, will greatly affect student achievement in school. Slameto (2003: 180) suggests that interest is a sense of preference and a sense of attachment to a thing or activity,

without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.

Furthermore (Diaz, 2019) reveals that interest is the satisfaction of something. Interest has a big influence on learning, because if the subject matter studied is not in accordance with the interests of the student, the student will not learn well, because there is no attraction for him. Subject matter that the interests of students is easier to learn and store, because interest adds to learning activities. If there are students who lack interest in learning, it can be tried to make them have a greater interest by explaining things that are interesting and useful for life and things related to ideals and their relationship to the subject matter being studied. The higher the interest in learning owned by students, the better the attitude of students in the learning process. Students who have a high interest in learning, of course, will try to adapt to all activities designed by the teacher in the classroom. Students will try their best to achieve the learning objectives given by the teacher. This of course will indirectly be able to foster students' adaptation skills at school and in the surrounding environment. Thus, it can be concluded that interest in learning makes a significant contribution to students' adaptive skills.

Contribution of Teacher Competence to the Adaptation Skills of Fifth Grade Students of Semester II Elementary School Cluster 3 Tabanan District Tabanan

Based on the third hypothesis testing that has been carried out, it is found that: there is a significant contribution of teacher competence to the adaptation skills of fifth grade elementary school students at Semester II II Cluster 3 Tabanan District, Tabanan Regency. The results of this study are reinforced by the results of research conducted by (Antari & Sujana, 2021) with the title Contribution of Pedagogical and Professional Competence to the Gesture

Application Skills of Teachers in Learning Implementation.

In his research, it was stated that pedagogic and professional competencies partially and simultaneously made a significant contribution to the skills of applying teacher gestures in the implementation of learning. Furthermore, research conducted by (Astuti, 2018) with the title Contribution of junior high school mathematics teacher competence to student learning achievement. In his research it was stated that there was a positive and significant contribution between pedagogic competence and professional competence to student learning achievement.

The findings of this study and the previous research above are empirical evidence that teacher competence is very supportive in achieving the learning objectives given to students. Teachers who have good teacher competence will definitely be able to manage the learning process well. The learning process carried out by the teacher will certainly be more innovative and adapted to the material and characteristics of the students he teaches.

This will make the learning process more meaningful and certainly enjoyable for students. If students already feel happy in learning, then students will more easily adapt to the teaching methods provided by the teacher, so that the material they learn will be easier to understand. Based on the explanation above, it can be concluded that teacher competence makes a significant contribution to students' adaptation skills.

Together, the Contribution of Student Social Attitudes, Student Learning Interests, and Teacher Competence to Adaptation Skills of Fifth Grade Elementary School Students in Semester II Cluster 3 Tabanan District, Tabanan Regency.

Based on the fourth hypothesis testing that has been carried out, it is found that: together, there is a significant contribution of students' social attitudes, students' learning interests, and teacher competence to the adaptive skills of fifth grade elementary school students in semester II of cluster 3 of Tabanan District Tabanan Regency.

Adaptation skills are very important skills that must be possessed by students in the learning process. Furthermore (Marisa & Kadafi, 2021) suggests that adaptation is a process that accompanies individuals in responding to changes in the environment and can affect the body both physically and psychologically. According to (Suciati, 2016), the process of student adaptation at school includes adjusting to teachers, subjects, peers, and the school environment. This was developed into indicators that act as a benchmark for student adaptability as developed as follows: 1) Students' self-adjustment in receiving learning materials, 2) Students' self-adjustment to learning friends, 3) Students' ability to understand teacher characteristics, and 4) Students' self-adjustment in the school environment.

In this study, it has been proven that several factors influence students' adaptation skills. These factors are: social attitudes, learning interests, and teacher competence. The better the social attitude, interest in learning, and teacher competence, the better the adaptation skills of students. Students who have a high social attitude and interest in learning, of course, will try to adjust and interact well with the surrounding environment. Intense student interaction with their environment will make it easier for students to form their adaptation skills. Likewise with teacher competence, teachers who have good competence will definitely carry out the learning process well, so that the learning process will be more enjoyable for students. Students who feel happy in the learning process provided by the teacher, of course, will quickly be able to adapt to the learning methods provided by the teacher, so that student learning outcomes can be achieved optimally. Based on the explanation above, it can be concluded that social attitudes, learning interests, and teacher competence together make a significant contribution to student adaptation skills.

CONCLUSIONS AND SUGGESTIONS
Conclusion
1) The conclusions that can be drawn based on the research that has been conducted are as follows. There is a significant contribution of students' social attitudes to the adaptation skills of fifth grade elementary school students in semester II cluster 3 Tabanan District, Tabanan Regency.
2) There is a significant contribution of students' interest in learning to the adaptation skills of fifth grade elementary school students in Semester II Cluster 3 Tabanan District Tabanan Regency.
3) There is a significant contribution of teacher competence to the adaptation skills of fifth grade elementary school students in semester II Cluster 3 Tabanan District Tabanan Regency.
4) Jointly, there is a significant contribution of students' social attitudes, students' interest in learning, and teachers' competence to the adaptability skills of fifth grade students of elementary school semester II Cluster 3 Tabanan District Tabanan Regency.

Suggestions
Suggestions that can be conveyed based on the research that has been done are as follows.
1) Students are advised to always try to improve their social attitudes, and interest in learning, so that students' adaptation skills can be improved. This will be able to support the achievement of learning objectives provided by the teacher optimally.
2) Teachers are advised to always strive to develop all the competencies they have, so that teachers are able to design interesting and fun learning for students.
3) Schools are advised to always support an innovative, efficient and meaningful learning process for students, so that students are eager to follow the learning process provided at school.

4) Other researchers are advised to develop this research, so that the problems that occur in improving students learning outcomes can be minimized.

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