THE EFFECTIVENESS OF EVERY ONE IS TEACHER HERE (ETH) TYPE ACTIVE LEARNING STRATEGY ON LEARNING OUTCOMES OF CLASS II STUDENTS IN JUNIOR HIGH SCHOOLS PRIVATE MUHAMMADIYAH AT TAQWA TEBING TINGGI

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Abstract

The current research study utilizes a type of correlation research, meaning that it is related or interrelated. That is, there is a reciprocal relationship between one variable and another variable. The results of this study are based on the results of calculations with the help of IBM SPSS 22 for windows software, it can be seen that of the 12 statements tested it can be seen that all instruments are valid, becausethe results of rcount > rtable. Meanwhile, based on Cronbach's alpha value of 0.972, it can be obtained that the questionnaire is declared reliable. Based on data analysis it is known that the relationship obtained through the product moment correlation test between active learning strategies of the Every One Is Teacher Here (ETH) type and learning outcomes in Muhammadiyah Private Middle Schools At Taqwa Tebing Tinggi of 0.630. These results are interpreted roughly or simply by matching the calculation results with the correlation index number "r" product moment. It turns out that the magnitude of rxy (0.630) which is 0.39 – 0.70 means that there is a positive correlation between variables X and variable Y, there is an adequate or moderate correlation. If the results are interpreted roughly or simply by matching the calculation results with the correlation index number "r" product moment. It turns out that the magnitude of rxy (0.630) which ranges from 0.70 to 0.90 means that there is a positive correlation between variables X and Y that has a strong or high correlation. From the results of the calculation of the Determinant Coefficient, it can be seen that the value between the active learning strategy of the Every One Is Teacher Here (ETH) type on learning outcomes at Muhammadiyah At Taqwa Tebing Tinggi Private Middle School is 39.69%.

Keywords :*Effectiveness, Every One Is Teacher Here (ETH) Strategy, Learning Outcomes*

1. INTRODUCTION

Education in essence has a very important role for human life, because in education there is a learning process, namely the teaching and learning process carried out by educators and students, so that through this process humans can change themselves in a better direction. Education is also a very important factor for the progress of the nation. The success or failure of education carried out will determine the progress and decline of a nation, so innovations are needed that are in accordance with the development of science and technology without ignoring the values of national character so that a quality education can be realized. The quality of a process and the results of one's work is largely determined by the extent to which the design, design or planning is prepared. The better the design of a job is prepared, the better quality the results will be. Conversely, the more unplanned (unexpectedly) the work done, the lower the quality obtained.[1]One of the ultimate goals of learning is to increase student learning outcomes. This goal will be achieved if teachers who are directly involved in the learning process are able to create a conducive and enjoyable learning atmosphere. Student learning outcomes are influenced by student abilities and teaching quality, the quality of teaching in question is the professionalism of the teacher. Where the strategy

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[1]Yaumi, Effective Learning Design (Makassar: Alauddin State Islamic University, 2012), p. 2.

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is the method used to convey subject matter in an effort to achieve curriculum goals.[2]This is in accordance with what Hartono said that student involvement is the first and main requirement in learning activities.[3]Nana Sudjana stated that learning outcomes are the abilities possessed by students after receiving learning experiences.[4]

The component that has so far been considered to greatly influence the educational process is the component of the teacher as an educator. This is indeed reasonable because the teacher is the spearhead who is directly related to students as subjects and learning objects. However good and ideally the educational curriculum is, however complete educational facilities and infrastructure are without being matched by the teacher's ability to implement them, everything will be less meaningful.[5] Observations by researchers at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi show that the teachers at the school, especially the Islamic Religious Education teacher, dominate the learning activities in class. Teachers play more roles in learning, from explaining material to solving problems. Students only receive explanations from the teacher and have no desire to find out for themselves. When studying, only a small number of students in class II Muhammadiyah Private Middle School At Taqwa Tebing Tinggi were active. In addition, there are rarely students who want to ask about the difficulties they face when receiving material. This causes a lack of student participation in learning activities. In working on practice questions related to several learning points in the subject of Islamic Religious Education in class there are still many students who do not understand the concept of the material being taught by the teacher so that almost 60% of students get scores below the minimum standard of completeness criteria (KKM).

The process of teaching and learning in class II junior high schoolPrivate Muhammadiyah At Taqwa Tebing Tinggi, it can be seen that students are still passive when the teacher asks students. There is also less interaction between teachers and students. Therefore, based on the observations of researchers, learning strategies are needed that can improve student learning activities because activities are very important principles or principles in teaching and learning interactions. Sardiman states that "learning activities are activities that are both physical and mental."[6] One of them is a learning strategy that can improvestudent learning activities, namely active learning strategies of the Everyone is a Teacher Here (ETH) type. Everyone is A teacher Here (ETH) is an active learning strategy. This strategy is very appropriate to use to get class participation as a whole and individually. According to Sabri "this strategy provides an opportunity for each student to act as a teacher to his friends. With this strategy students who have not wanted to be involved can actively participate in learning."[7] Wahyudin and Nurcahya said that the Everyone is a Teacher Here (ETH) type of active learning strategy requires students to play an active role as teachers for their friends, the delivery of material delivered by their own friends is considered to be easier to understand because of the same background experience and knowledge and the language used is also easy to understand.[8]

The problems that researchers encountered inMuhammadiyah At Taqwa Tebing Tinggi Private Middle School in the subject of Islamic Religious Education and based on the description

[2]Oemar Hamalik, Curriculum and Learning, (Jakarta: Bumi Aksara, 2015), p. 26

[3]Hartono, et al, PAIKEM Creative Innovative Active Learning Effective and Fun, (Pekan Baru; Zanafa, 2019). p.17

[4]Nana Sudjana, Assessment of Teaching and Learning Process Results, Cet. 21st (Bandung: Rosdakarya Youth, 2017). p. 26.

[5]Sanjaya, Educational Process Standard Oriented Learning Strategies (Jakarta: Kencana, 2010), p. 13

[6]Sardiman, Interaction and Motivation for Teaching and Learning (Jakarta: Rajawali Press, 2010). p. 100

[7]Sabri, Teaching and Learning Strategies and Micro Teaching (Ciputat: Quantum Teaching, 2017). p. 131.

[8]Wahyudin & Nurcahaya, The Effectiveness of Mathematics Learning Through Active Learning Everyone Is A Teacher Here (ETH) Type in Class X Students of SMA Negeri 8 Takalar, Al-Khwarizmi: Journal of Mathematics Education and Learning Vol. 2, No. 1, June 2018. p. 76.

that has been disclosed above, the authors are interested in conducting research at Muhammadiyah At Taqwa Tebing Tinggi Private Middle School with the title Effectiveness of Active Learning Strategy Type Every One Is Teacher (ETH) Against Student Learning Outcomes at Private Muhammadiyah Middle School At Taqwa Tebing Tinggi. The purpose of this study was to determine student learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi, to determine the effect of using the Every One Is Teacher type active learning strategy on student learning outcomes and to find out the contribution of using the Every One Is Teacher type active learning strategy to learning outcomes student.

2. LITERATURE REVIEW
2.1. Definition of Every One Is Teacher Here (ETH)

Everyone is a Teacher Here(ETH) is one of the instructional techniques of active learning which is included in peer teaching (peer learning). This type provides an opportunity to act as a teacher for other students. By using the ETH learning model, which is one of the peer tutoring lessons, it is hoped that students can easily understand the concept of learning material so that they can improve student learning outcomes.[9] This ETH is an easy way to get participation from the whole class which is used as an alternative to activating students. In learning with this strategy students can listen actively, explain to friends, ask questions to the teacher, discuss with other students, respond to questions and argue. The more activities carried out, the students' understanding will increase if the understanding increases, learning outcomes increase.

The Everyone is a Teacher Here (ETH) learning model is able to grow students to accumulate new knowledge so they can be creative, innovate, and can develop it by presenting something they have. The Everyone is a Teacher Here (ETH) learning model attracts students to be more motivated and more creative in learning and to be able to develop themselves as teachers in the classroom. The term Everyone Is A Teacher Here comes from English which means everyone is a teacher. So Everyone Is ATeacher Here is a strategy that gives each student the opportunity to act as a teacher for other students. in the learning process does not have to come from the teacher, students can teach each other with other students. This strategy is an easy strategy to gain class participation and individual responsibility.

If you look at the Everyone Is A Teacher Here strategy and the verse above, it is very much related because with that strategy, students can be educated and can educate. The verse above also explains that humans have the potential to be educated and able to educate. One of the benefits of implementing ETH is increasing class participation as a whole and individually, activating students, digging up as much information as possible, checking or analyzing students' understanding of certain subjects, arousing student responses, and giving students opportunities to act as teachers for their peers. his friend.[10] Based on the description above, it can be seen that the Everyone Is Teacher Here (ETH) type learning model requires students to play an active role as teachers for their friends. Submission of material delivered by friends themselves is considered to be easier to understand because of the same experience and knowledge background and the language used is also easy to understand, besides making friends understand what is explained, students who explain will also increase their understanding of the material being studied.

2.2. Definition of Learning Achievement

Learning outcomes are changes in behavior as a result of learning in a broader sense which includes the cognitive, affective and psychomotor fields. Meanwhile, according to Agus Suprijono

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[9]Sulaiman, The Effect of the Everyone is a Teacher Here Learning Model on Students' Mathematics Learning Outcomes, Journal of e-DuMath. Vol. 2 No. 1, January 2016. p. 154

[10]Tiara Fikriani, Application of the Everyoneis a Teacher Here Learning Model to the Mathematics Learning Outcomes of Class VIII Students of Banuhampu 1 Public Middle School, Journal of School Leadership and Management. Vol. 2 No. 2. 2017. p. 94

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stated the same thing regarding learning outcomes that learning outcomes are changes in behavior that include cognitive, affective and psychomotor areas that have been owned by a student after receiving learning experience.[11] Learning outcomes are the abilities possessed by students after receiving their learning experience. Learning outcomes are used by teachers to be used as a measure or criterion in achieving an educational goal. This can be achieved if students understand learning accompanied by changes in behavior that are even better.

In this learning process students are required to play an active role. Because the activeness of students determines the achievement of learning success. without us knowing it a student is also able to teach his friends, so to achieve satisfactory learning outcomes the teacher can apply various learning models and strategies so that students play a role in achieving learning goals. Learning outcomes are often used as a measure to find out how far a person has mastered the material being taught. Learning outcomes come from two words, namely results and learning. The result (product) is an acquisition as a result of carrying out an activity or process that results in a functional change in input.[12]While learning is the stage of change in all individual behavior that is relatively sedentary as a result of experience and interaction with the environment that involves cognitive processes.[13] From the description of the definitions above, it can be concluded that learning outcomes are results that have been achieved after experiencing a learning process or after experiencing interactions with the environment in order to acquire knowledge that will lead to behavior in accordance with the learning objectives.

3. RESEARCH METHOD
3.1.Type of Research

The current research study utilizes a type of correlation research, meaning that it is related or interrelated. That is, there is a reciprocal relationship between one variable and another variable.[14]Based on another opinion, this type of correlational research is a research design that seeks to relate one element to another to produce new elements to be drawn as conclusions.[15] This research utilizes a quantitative approach that is systematically planned and structured from the creation of the research design to the implementation of the research later. Quantitative research is based on the philosophy of positivism in order to study the population or type of sample chosen by the researcher, but is usually carried out randomly to test a set hypothesis.[16]The type of correlation research in this study aims to determine the effectiveness of the Every One Is Teacher Here (ETH) active learning strategy on student learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi.

3.2. Variable Operational Definition

Operational definition is the process of decomposing research variables into sub-variables, dimensions, indicators of sub-variables, and measurements. The operationalization requirements are carried out when the basic concepts and indicators for each variable are clear, if they are not conceptually clear, a factor analysis is necessary.[17]The operational definition in this study is

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[11]Agus Suprijono, Cooperative Learning, (Yogyakarta: Student Library 2012), p. 2

[12]Purwanto, Evaluation of Learning Outcomes, (Yogyakarta: Student Library, 2010). p. 44

[13]Muhibbin Syah, Learning Psychology, (Jakarata: PT. Raja Grafindo, 2017). p. 64.

[14]Mohammad Kasiran, Research Methodology: Reflections on Developing Understanding and Mastery of Research Methodology, (Malang: UIN Malang Press, 2018). p. 165

[15]Sugiyono, Educational Research Methods Quantitative Qualitative Approach and R&D, p. 24

[16]Karunia Eka Lestari and Mokhammad Ridwan Yudhanegara, Mathematics Education Research, (Bandung: Refika Aditama, 2015), p.136

[17]Umi Narimawati et al, Writing Scientific Papers: Initial Guide to Compiling Thesis and Final Project, (Jakarta: Genesis, 2010). p. 31

1. Effectivenessis a measure that states how far the target (quantity, quality and time) has been achieved by management, which target has been determined beforehand. Effectiveness is the relationship between output and goals, the greatercontribution (contribution) output to the achievement of goals, the more effective the organization, program or activity.

2. Strategy is the placement of the company's mission, setting organizational goals by binding external and internal forces, formulating certain policies and strategies to achieve goals and ensuring their implementation is appropriate, so that the main goals and objectives of the organization will be achieved. Strategy is an overall approach related to the idea, planning and execution of an activity within a certain period of time. In a good strategy there is coordination of the work team, has the theme of identifying supporting factors in accordance with the principles of implementing ideas rationally, efficiency in funding and having tactics to achieve goals effectively.

3. Active learning is a learning process in which students get more opportunities to do more learning activities, in the form of interactive relationships with subject matter so that they are encouraged to conclude understandings rather than just accepting the lessons given.

4. *Every One Is Teacher*Here (ETH) is explaining, delivering material, asking students to find out students' abilities, after being selected then making groups then making head numbers

5. Learning outcomes. Learning outcomes are results that have been achieved after experiencing a learning process or after experiencing interactions with the environment in order to acquire knowledge that will lead to behavior in accordance with learning objectives.

3.3.Data Collection Techniques

1. Observation.Observation is used to observe student learning activities in the learning process in Islamic religious education subjects.

2. Questionnaire (questionnaire) Questionnaire is a data collection technique that is obtained from the answers to several questions posed to students.[18]The advantages of using the questionnaire distribution technique include that researchers are not required to attend, questions can be standardized so that all questions for respondents are the same, questionnaires can be distributed simultaneously, respondents can answer more quickly with flexible time, the identity of the respondent is maintained.[19]

3. Documentation. Documentation can be done by collecting some information about data and facts related to problems and research objectives, both from published and unpublished document sources, books, scientific journals, newspapers, magazines, websites and others.

4. Library Studies. The literature study used aims to strengthen the truth of the research results carried out, by looking for concepts that are relevant to the problem to be studied. To support and strengthen the research results, references such as books and materials related to the problem under study are used.

3.4.Data analysis techniques

After the data is collected, the next step is to analyze the data. Data analysis techniques performed include data description, prerequisite test,Correlation analysis and hypothesis testing.

1. Variable Description. The data obtained is presented in the form of a data description of each variable. Data description is done by looking at the average value (mean), median

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[18]Hamzah B. Uno, Learning Assessment. p. 109

[19]Suharsimi Arikunto, Research Procedures A Practice Approach (Jakarta: Rineka Cipta, 2011), p. 129

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value (median), mode, standard deviation, highest and lowest values. The mean, median and mode are values that represent the center of a group of data.[20]

2. Test prerequisite analysis. Before conducting data analysis to test the hypothesis, a prerequisite analysis test was first carried out, which function was to check the validity of the data. Test analysis in this study includes;

   a. Validity test. Validity or validity is a measure that shows the level of validity of a test. A test is said to be valid if the test measures what it is intended to measure. The test has high validity if the results match the criteria.[21]

   b. Reliability Test. Reliability is a translation of the word reliability which has the origin of the words rely and ability. Measurements that have high reliability are referred to as reliable measurements. Reliability has various other meanings such as trust, exemplary, stability, stability, consistency, and so on. But the main idea contained in the concept of reliability is the extent to which a measurement can be trusted. The basis for decision making in the reliability test is, if the rcount value > rtable, then it is reliable and if the rcount value is < rtable, then it is not reliable.[22]

   c. Normality test. The normality test is used to determine whether the data population is normally distributed or not. The basis for decision making in the normality test is if the significance or probability value is <0.05 then the data is not normally distributed and if the significance or probability value is > 0.05 then the data is normally distributed.[23]In the normality test the researcher used the IBM SPSS 22 for Windows program.

   d. Correlation Analysis. Correlation analysis is used to look for relationships and prove the hypothesis of the relationship between two variables if the data of the two variables are in the form of intervals or ratios, and the data sources of the two or more variables are the same.[24]In accordance with the variables used in this study, correlation analysis was used to find out how far the effectiveness of the Every One Is Teacher Here (ETH) type active learning strategy has on student learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi

4. RESULTS AND DISCUSSION
4.1. Research Results

Validity test is used to determine whether or not the instrument is valid with the provisions, if rcount > rtable then the instrument is said to be valid otherwise if rcount < rtable then the instrument is said to be invalid. The validity test in this study was processed with the help of IBM SPSS 22 for windows software, with a rtable of 0.2586 which was obtained through a total sample of 56 respondents. The results of the validity test can be seen in the following table:

Table 1 Validity Test Results

Statement Items	rcount	rtable	Information
Statement 1	0,598	0.2586	Valid
Statement 2	0,694	0.2586	Valid
Statement 3	0,537	0.2586	Valid
Statement 4	0,759	0.2586	Valid

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[20]Yusuf Wibisono, Statistical Methods, (Yogyakarta; Gadjah Mada, 2019). p. 193

[21]Imam Agung P, SPSS Private SPSS Module, (Yogyakarta: Andi Offset, 2013), p. 11

[22]Imam Agung P, SPSS Private Module SPSS. p. 13.

[23]Imam Agung P, SPSS Private Module SPSS. p. 15.

[24]Kutjayaningrat, Community Research Methods. p. 228.

Statement Items	rcount	rtable	Information
Statement 5	0,694	0.2586	Valid
Statement 6	0,694	0.2586	Valid
Statement 7	0,587	0.2586	Valid
Statement 8	0,598	0.2586	Valid
Statement 9	0,694	0.2586	Valid
Statement 10	0,587	0.2586	Valid
Statement 11	0,585	0.2586	Valid
Statement 12	0,654	0.2586	Valid
Statement 13	0,694	0.2586	Valid
Statement 14	0,627	0.2586	Valid
Statement 15	0,600	0.2586	Valid
Statement 16	0,694	0.2586	Valid
Statement 17	0,627	0.2586	Valid
Statement 18	0,600	0.2586	Valid
Statement 19	0,598	0.2586	Valid
Statement 20	0,598	0.2586	Valid
Statement 21	0,646	0.2586	Valid
Statement 22	0,694	0.2586	Valid
Statement 23	0,694	0.2586	Valid
Statement 24	0,694	0.2586	Valid

Source: 2021 research results (processed data)

Based on the instrument validity test table above, it can be seen that of the 24 statements tested, it can be seen that all instruments are valid, becausethe results of rcount > rtable.

The reliability test is used to ascertain whether the research questionnaire that will be used to collect research variable data is reliable or not. The questionnaire is said to be reliable if the questionnaire is repeated, it will get the same results.The basis for decision making in the reliability test is, if the rcount value > rtable, then it is reliable and if the rcount value is < rtable, then it is not reliable. The results of the instrument reliability test in this study can be seen in the following table,

Table 2 Test ResultsReliability

Cronbach's Alpha	N of Items
.972	24

Source: 2021 research results (processed data)

Based on the output above, the results of the Cronbach alpha reliability test were 0.972, which was greater than 0.2586. So it can be concluded that the questionnaire is declared reliable. The results of the normality test are used to determine whether the data population is normally distributed or not. The basis for decision making in the normality test is if the significance or probability value is <0.05 then the data is not normally distributed and if the significance or

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probability value is > 0.05 then the data is normally distributed. The normality test results can be seen in the following table;

Table 3 Normality Test Results

			Unstandardized Predicted Value
N			56
Normal Parameters[a,b]	Mean		70.6250000
	Std. Deviation		2.64636574
Most Extreme Differences	Absolute		.120
	Positive		.095
	Negative		-.120
Kolmogorov-Smirnov Z			.901
Asymp. Sig. (2-tailed)			.391
Monte Carlo Sig. (2-tailed)	Sig.		.464[c]
	99% Confidence Interval	Lower Bound	.293
		Upper Bound	.636

a. Test distribution is Normal.

b. Calculated from data.

c. Based on 56 sampled tables with starting seed 2000000.

In this study the formula used is product moment correlation, operationally the data analysis is carried out through the following stages:

1. Make a Cross-Work Table of variable X and variable Y

Table 4 Cross Work of Variable X and Variable Y

No. Respondents	X	Y	X2	Y2	XY
1	59	75	3481	5625	4425
2	57	75	3249	5625	4275
3	58	80	3364	6400	4640
4	58	80	3364	6400	4640
5	57	75	3249	5625	4275
6	57	75	3249	5625	4275
7	56	80	3136	6400	4480
8	58	75	3364	5625	4350
9	58	75	3364	5625	4350
10	58	75	3364	5625	4350
11	59	75	3481	5625	4425
12	59	70	3481	4900	4130

No. Respondents	X	Y	X2	Y2	XY
13	59	70	3481	4900	4130
14	58	80	3364	6400	4640
15	57	75	3249	5625	4275
16	59	80	3481	6400	4720
17	59	85	3481	7225	5015
18	58	85	3364	7225	4930
19	58	85	3364	7225	4930
20	59	85	3481	7225	5015
21	59	60	3481	3600	3540
22	58	60	3364	3600	3480
23	57	60	3249	3600	3420
24	58	60	3364	3600	3480
25	59	80	3481	6400	4720
26	59	60	3481	3600	3540
27	59	65	3481	4225	3835
28	60	60	3600	3600	3600
29	57	65	3249	4225	3705
30	58	60	3364	3600	3480
31	57	70	3249	4900	3990
32	57	70	3249	4900	3990
33	59	65	3481	4225	3835
34	59	70	3481	4900	4130
35	62	60	3844	3600	3720
36	60	60	3600	3600	3600
37	57	50	3249	2500	2850
38	59	50	3481	2500	2950
39	59	65	3481	4225	3835
40	59	65	3481	4225	3835
41	56	75	3136	5625	4200
42	59	70	3481	4900	4130
43	60	70	3600	4900	4200
44	58	80	3364	6400	4640
45	57	75	3249	5625	4275
46	60	80	3600	6400	4800
47	58	85	3364	7225	4930

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No. Respondents	X	Y	X2	Y2	XY
48	59	85	3481	7225	5015
49	60	85	3600	7225	5100
50	57	85	3249	7225	4845
51	59	65	3481	4225	3835
52	58	70	3364	4900	4060
53	59	60	3481	3600	3540
54	59	60	3481	3600	3540
55	59	50	3481	2500	2950
56	59	50	3481	2500	2950
N = 56	$\sum$ X= 3409	$\sum$ Y= 3955	$\sum$ X2= 207899	$\sum$ Y2= 285025	$\sum$ = XY 240380

Source: 2021 research results (processed data)

2. Calculating Correlation with Formulas

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N\Sigma X^2 - (\Sigma X)^2\}\{(N\Sigma Y^2 - \Sigma Y)^2)\}}}$$

$$\sum X = 3409$$
$$\sum Y = 3955$$
$$\sum X2 = 207899$$
$$\sum Y2 = 285025$$
$$\sum XY = 240380$$

So :

$$rxy = \frac{(56 \times 240380) - (3409 \times 3955)}{}$$

$$13461280 - 1348259$$

$$rxy = \frac{39272}{\sqrt{\{(11642344 - 11621281)\{(15961400 - 15642025)\})\}}}$$

$$rxy = \frac{39272}{\sqrt{6726995635}}$$

$$rxy = \frac{39272}{82018.26}$$

$$rxy = 0,47882$$

Based on the calculation above, it turns out that the correlation number between variable X and variable Y is positive, this is by taking into account the magnitude of the rxy obtained, which is equal to 0.47882. This means that there is a positive correlation between the effect of the Every

4.2. Discussion

The research was conducted at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi with a total of 56 respondents, using an instrument in the form of a questionnaire or questionnaire. The questionnaire was used to obtain data about the use of the Every One Is Teacher Here (ETH) active learning strategy on student learning outcomes at the Muhammadiyah Private Middle School At Taqwa Tebing Tinggi. Based on the results of calculations with the help of IBM SPSS 22 for windows software, it can be seen that of the 24 statements tested it can be seen that all instruments are valid, because the results show that the value of rcount > rtable. Meanwhile, based on Cronbach's alpha value of 0.972, it can be obtained that the questionnaire is declared reliable.

Based on data analysis it is known that,the relationship obtained through the product moment correlation test between active learning strategies of the Every One Is Teacher Here (ETH) type on learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi is 0.47882. These results are interpreted roughly or simply by matching the calculation results with the correlation index number "r" product moment. It turns out that the magnitude of rxy (0.47882) which is 0.41 – 0.70 means that there is a positive correlation between variables X and Y that has a moderate or moderate correlation. If the results are interpreted roughly or simply by matching the calculation results with the correlation index number "r" product moment. It turns out that the magnitude of rxy (0.47882) which ranges from 0.41 to 0.70 means that there is an adequate or moderate correlation. From the results of the calculation of the Determinant Coefficient, it can be seen that the value between the active learning strategy of the Every One Is Teacher Here (ETH) type on learning outcomes at Muhammadiyah At Taqwa Tebing Tinggi Private Middle School is 23%.

5. CONCLUSION

The results of the data analysis and discussion that have been described, it can be concluded that the results of the correlation data analysis can be seen that, the active learning strategy of the Every One Is Teacher Here (ETH) type on learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi is 0.47882. This means that there is a positive correlation between the active learning strategies of the Every One Is Teacher Here (ETH) type on learning outcomes at Muhammadiyah Private Middle School At Taqwa Tebing Tinggi. The magnitude of rxy (0.47882) which ranges from 0.41 to 0.70 means that there is a positive correlation between variables X and Y that has a moderate or moderate correlation.

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