

The purpose of this study is to analyze the economic and social effects of the economic reforms in China. The study focuses on the impact of the reforms on the economy, society, and the environment. The study is based on a review of the literature and data from the Chinese government and international organizations.

The study finds that the economic reforms have had a positive impact on the Chinese economy. The reforms have led to an increase in GDP, a decrease in unemployment, and a rise in living standards. However, the reforms have also led to an increase in inequality and environmental degradation.

The study also finds that the economic reforms have had a positive impact on Chinese society. The reforms have led to an increase in literacy rates, a decrease in infant mortality, and an increase in life expectancy. However, the reforms have also led to an increase in social inequality and a decline in social cohesion.

The study concludes that the economic reforms in China have had both positive and negative effects. The positive effects include an increase in economic growth, a decrease in unemployment, and an increase in living standards. The negative effects include an increase in inequality and environmental degradation.

The study suggests that the Chinese government should continue to reform and improve the economy and society. The government should focus on reducing inequality and improving the environment. The government should also focus on improving the quality of life for the Chinese people.

The study is based on a review of the literature and data from the Chinese government and international organizations. The study is not based on primary research.

The study is a preliminary study and should be used as a guide only. The study is not intended to be a final word on the subject.

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**RESEARCH METHOD**

The goal of this study was to assess the effectiveness of the intervention design, which includes identification and qualitative analysis, in addressing existing and emerging the data obtained through and providing new information that is meaningful to the research community. The research was conducted in the following manner: (1) to identify the research and the two independent variables (independent variables) (2) and the dependent variable of the study (3).

The population of the whole subject or object that will be the target of research (Djaja & Satrio, 2018; Kadir, Kadir, & Satrio, 2017). The population in this study is an education from SMPN 20 (public) and SMPN 20 through a letter for sample as part of the population used (Djaja & Satrio, 2018). The research sample consisted of 30 whole subjects out of 40 classes (consisting of 10% of the total students from SMPN 20 in South City, Indonesia). The list of 40 whole subjects of the total population were selected from SMPN 20 in South City. The technique used in sample selection sampling, in which each element of the total population have the same probability (probability) or that it has the same opportunity to be selected to represent the population (Djaja & Satrio, 2018; Kadir, Kadir, 2018).

The research instrument used in the research was an observation questionnaire and interview. The Likert scale is used to measure phenomena by measuring the perception and attitude of a person or group of people. The questionnaire used Likert scale consisting of 4 points namely 1 (very bad), 2 (bad), 3 (good), and 4 (very good).

The goal of teacher pedagogical communication questionnaire on Islamic religious education classes are Table 1.

**Table 1** List of teacher pedagogical communication questionnaire on Islamic religious education classes are Table 1.

No	Statement	Answer
1	Communication	1
2	Communication	2
3	Communication	3
4	Communication	4

The goal of student pedagogical communication questionnaire on Islamic religious education classes are Table 2.

**Table 2** List of student pedagogical communication questionnaire on Islamic religious education classes are Table 2.

No	Statement	Answer
1	Communication	1
2	Communication	2
3	Communication	3
4	Communication	4

2	Starting in 2015	11.75	12	11, 5
<b>A. Description of the sample of student development questionnaire data</b>				
		11.75	12	11, 5
		11.75	12	11, 5

The description of the sample of student development questionnaire data is shown in Table 3.

**Table 3** Description of the sample of student development questionnaire data

Category	Mean	Standard Deviation	Minimum	Maximum
Male	11.75	1.15	10.00	13.50
Female	11.75	1.15	10.00	13.50
Total	11.75	1.15	10.00	13.50

The description of the student category of student learning descriptor is shown in Table 4.

**Table 4** Description of the student category of student learning descriptor is shown in Table 4

Category	Mean	Standard Deviation	Minimum	Maximum
Male	11.75	1.15	10.00	13.50
Female	11.75	1.15	10.00	13.50
Total	11.75	1.15	10.00	13.50

In this study, the data collection method was carried out through questionnaires, so the study data was collected through distributed questionnaires. The data was processed using descriptive statistics, which shows ways of collecting, summarizing, and presenting data to obtain information that is easier to understand and identify patterns, which are used to analyze sample data and draw conclusions. (Sugiono, 2010; Sugiono, 2015). In describing statistics, we use frequency, percent, mean, median, and mode, and interpret the results of the data analysis. (Sugiono, 2010; Sugiono, 2015). In this study, the data was analyzed using descriptive statistics, which shows ways of collecting, summarizing, and presenting data to obtain information that is easier to understand and identify patterns, which are used to analyze sample data and draw conclusions. (Sugiono, 2010; Sugiono, 2015). In describing statistics, we use frequency, percent, mean, median, and mode, and interpret the results of the data analysis. (Sugiono, 2010; Sugiono, 2015). In this study, the data was analyzed using descriptive statistics, which shows ways of collecting, summarizing, and presenting data to obtain information that is easier to understand and identify patterns, which are used to analyze sample data and draw conclusions. (Sugiono, 2010; Sugiono, 2015). In describing statistics, we use frequency, percent, mean, median, and mode, and interpret the results of the data analysis. (Sugiono, 2010; Sugiono, 2015).

For qualitative data, Miles and Huberman's model analysis was used during data collection, coding data analysis, data presentation and conclusions (Miles, 1990; & Huberman, 1985). For this model researcher should do the research with an iterative and continuous by Miles and Huberman. The primary procedure begins by preparing an interview questionnaire sheet and distributing it to junior high schools, as well as preparing interview questions for students and teachers at SMP 20 Lingsi City and SMP 20 Bangkulu. The next step was conducting observations in classroom, interview with teachers, with students and students at the school. Then the data was collected, analyzed and the results were obtained. The results were the analyzed and conclusions were reached. The following is a chart of research procedure.



Figure 1. Research procedure chart

**RESULTS AND DISCUSSION**

The following describes the results of descriptive statistics on teacher communication activities and student response activities. The activities about teacher communication indicators, namely showing concern, controlling opportunities and making responses about student response activities such as not being quiet or bored during lessons, not being late to class, and completing assignments according to the amount of time on lesson response activities, which are shown in the following table.

Table 5. Description of teacher communication at SMPN 20 Lingsi City and SMPN 20 Bangkulu in indicators showing attention to signs student response activities as shown in table 4.

Variable	Category	Frequency	f	%	Mean	Max	Min
Showing concern	Not good	127-129	3	11			
	Good	130-134	5	25	11.5	10.0	15.0
Controlling opportunities	Not good	135-137	3	11			
	Good	138-142	5	25	11.5	10.0	15.0
Making responses	Not good	143-145	3	11			
	Good	146-150	5	25	11.5	10.0	15.0

Based on the table above, it can be seen that the comparison with the good category of SMPN 20 Jember City is higher than SMPN 20 Bangkalan, so it can be concluded that SMPN 20 Jember City is higher than SMPN 20 Bangkalan in the indicators of teacher communication at SMPN 20 Jember City and SMPN 20 Bangkalan in the indicator of good practice in human resource education research instrument.

Table 6. Description of teacher communication at SMPN 20 Jember City and SMPN 20 Bangkalan in the indicator of good practice in human resource education research instrument.

Indicator	Category	Frequency	f	%	Mean	Max	Min
Jember SMPN	Very good	12-15-21	6	25			
	Good	12-15-21	20	84	6.1	8.0	12.0
Bangkalan SMPN	Very good	12-15-21	4	13			
	Good	12-15-21	25	87	5.4	7.0	12.0

Based on the table above, it can be seen that the comparison with the good category of SMPN 20 Jember City is higher than SMPN 20 Bangkalan, so it can be concluded that SMPN 20 Jember City is higher than SMPN 20 Bangkalan in the indicator of good practice in human resource education research instrument.

Table 7. Description of the indicator of good practice in human resource education research instrument at SMPN 20 Jember City and SMPN 20 Bangkalan in the indicator of good practice in human resource education research instrument.

Indicator	Category	Frequency	f	%	Mean	Max	Min
Jember SMPN	Very good	12-15-21	10	33			
	Good	12-15-21	20	67	6.7	8.0	12.0
Bangkalan SMPN	Very good	12-15-21	1	3			
	Good	12-15-21	29	97	5.5	7.0	12.0

Based on the table above, it can be seen that the comparison with the good category of SMPN 20 Jember City is higher than SMPN 20 Bangkalan, so it can be concluded that SMPN 20 Jember City is higher than SMPN 20 Bangkalan in the indicator of good practice in human resource education research instrument.

Description of the character of student housing throughout at SMPN 20 Jakarta City and SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 8.

**Table 8** Description of the character of student housing throughout at SMPN 20 Jakarta City and SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 8.

Category	Value	n	%	Mean	Min	Max
High	500-525	4	20			
Medium	475-500	4	20	34,4	34,7	34,7
Low	450-475	4	20			
Very Low	425-450	4	20			
Score	325-350	4	20			
Mean	300-325	11	55	15,1	15,3	15,3
Standard Deviation	275-300	10	50			

It can be concluded with the table above, it can be seen that the comparison with the previous category at SMPN 20 Jakarta City is higher than SMPN 20 Bengkulu, but it can be stated that SMPN 20 Jakarta City is superior to SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 8.

**Table 9** Description of the character of student housing throughout at SMPN 20 Jakarta City and SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 9.

Category	Value	n	%	Mean	Min	Max
High	500-525	4	20			
Medium	475-500	4	20	34,4	34,7	34,7
Low	450-475	4	20			
Very Low	425-450	4	20			
Score	325-350	4	20			
Mean	300-325	11	55	15,1	15,3	15,3
Standard Deviation	275-300	10	50			

It can be concluded with the table above, it can be seen that the comparison with the previous category at SMPN 20 Jakarta City is higher than SMPN 20 Bengkulu, but it can be stated that SMPN 20 Jakarta City is superior to SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 9.

**Table 10** Description of the character of student housing throughout at SMPN 20 Jakarta City and SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 10.

Category	Value	n	%	Mean	Min	Max
High	500-525	4	20			
Medium	475-500	4	20	34,4	34,7	34,7
Low	450-475	4	20			
Very Low	425-450	4	20			
Score	325-350	4	20			
Mean	300-325	11	55	15,1	15,3	15,3
Standard Deviation	275-300	10	50			

It can be concluded with the table above, it can be seen that the comparison with the previous category at SMPN 20 Jakarta City is higher than SMPN 20 Bengkulu, but it can be stated that SMPN 20 Jakarta City is superior to SMPN 20 Bengkulu on the indicator "test City to reach the desired percentage of student housing in dormitory" Table 10.



**Normality test**

The normality test is a test that is used for determining whether the distribution has collected is normally distributed or not. The data requirements compared as normally distributed if the value of sig. > 0.05.

The description of the results of the normality test of teacher compensation and the discipline character of SMPN 20 Jember City and SMPN 20 Bangkulu is shown in Table 10.

**Table 10.** The results of the normality test of teacher compensation and the discipline character of SMPN 20 Jember City and SMPN 20 Bangkulu.

Schools	Variable	Statistic	df	Sig.	Normal
SMPN 20 Jember City	Compensation	0.000	20	0.974	Yes
	Discipline character	1.42	20	0.162	Yes
SMPN 20 Bangkulu	Compensation	0.000	20	0.974	Yes
	Discipline character	0.000	20	1.000	Yes

Based on the analysis conducted using the Kolmogorov-Smirnov test, the obtained results for the normality test of teacher compensation and discipline character characteristics indicate a significance value of > 0.05. Therefore, it can be concluded that the data is normally distributed as per the provided data.

**Linearity test**

A linearity test is a test used to determine the form of the relationship between the independent variable and the dependent variable. The data conditions are used to be related if the value of sig. > 0.05.

The description of the results of the linearity test of teacher compensation and discipline character of SMPN 20 Jember City and SMPN 20 Bangkulu is shown in Table 11.

**Table 11.** Description of the results of the linearity test of teacher compensation and discipline character of SMPN 20 Jember City and SMPN 20 Bangkulu.

Schools	Variable	Statistic	df	Sig.	Normal
SMPN 20 Jember City	Teacher compensation	0.000	20	1.000	Yes
	Discipline character	0.000	20	1.000	Yes
SMPN 20 Bangkulu	Teacher compensation	0.000	20	1.000	Yes
	Discipline character	0.000	20	1.000	Yes

Based on the table, the results obtained from the binary test of teacher interpersonal communication and student religious education objectives in SDN 20 Jember City and SDN 20 Bangsal.

**Hypothesis Test**

The hypothesis test is a test used to determine whether the frequency of the data distribution is the same (homogeneity) or not the same (non-homogeneity). The data requirements are normally distributed and random sampling.

The description of the results for the homogeneity test of teacher interpersonal communication and the religious character of students at SDN 20 Jember City and SDN 20 Bangsal is shown in Table 12.

**Table 12** Description of the results for the homogeneity test of Teacher Interpersonal Communication and the Religious Character of students at SDN 20 Jember City and SDN 20 Bangsal

Location	Chi-Square	N	Sig. (2-sided)
<b>SDN 20 Jember City</b>	1.143	36	.288
<b>SDN 20 Bangsal</b>	1.143	36	.288
<b>Total</b>	2.286	72	.131

Based on the table, it is concluded that the results of the homogeneity test of teacher interpersonal communication and the religious character of students at SDN 20 Jember City and SDN 20 Bangsal have a significance value > 0.05, so it can be concluded that the data is homogeneous.

**Hypothesis Test**

In this hypothesis test, the tests carried out were the T test and the regression test. The first aim is to determine the difference in the average scores. After that, the regression test aims to determine if the regression variable affects the dependent variable.

T test

The description of the results for the T test between SDN 20 Jember City and SDN 20 Bangsal with the variable of teacher interpersonal communication and student religious character in Islamic religious education objectives is shown in Table 13.

**Table 13** Description of the results for the T test between SDN 20 Jember City and SDN 20 Bangsal with the variable of Teacher Interpersonal Communication and student religious education objectives

Group	Statistic	N	Sig. (2-tailed)
<b>SDN 20 Jember City</b>	1.143	36	.288
<b>SDN 20 Bangsal</b>	1.143	36	.288
<b>Total</b>	2.286	72	.131

<b>MeanScore</b>	<b>Model</b>	<b>Adjusted R Square</b>
87.44	Linear	0.87
87.44	Quadratic	0.87

From the table it was found that the results of the 1 test were as follows (Table 10), as well as the results of the 2 test were as follows (Table 11), as well as the results of the 3 test were as follows (Table 12) and the results of the 4 test were as follows (Table 13). The results of the 1 test were as follows (Table 14) and the results of the 2 test were as follows (Table 15) and the results of the 3 test were as follows (Table 16) and the results of the 4 test were as follows (Table 17).

**Regression Test**

The acceptance of the results for the regression test between teacher interpersonal communication and the discipline character of students at SMPN 20 Lumbi City and SMPN 20 Sengkang can be explained as follows (Table 18).

**Table 18.** Description of the results for the regression test between teacher interpersonal communication and the discipline character of students at SMPN 20 Lumbi City and SMPN 20 Sengkang

Subjeks	Korelasi		F hitung	F tabel
	Linear	Kuadrat		
SMN 20 Lumbi City	0.87	0.87	12.52	0.01
SMN 20 Sengkang	0.87	0.87	12.52	0.01

It is shown from the table that the results of the regression test were as follows (Table 18), which can be explained that there was an influence between teacher interpersonal communication and the character of student discipline in Islamic religious education at SMPN 20 Lumbi City and SMPN 20 Sengkang.

Therefore, the results of regression test have been concluded as such which are shown in the following table:

**Table 19.** Results of regression test between variables

Variable	Model	Adjusted R Square
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- Model 1 For the teacher interpersonal communication which makes learning better for students
- Model 2 For the teacher interpersonal communication, that is, when there is a relationship between the variables in the regression test in the statistical test (intermittent)
- Model 3 Lack of good attention
- Model 4 For the teacher interpersonal communication which makes learning better
- Model 5 For the teacher interpersonal communication which makes learning better

Therefore, the results of regression test have been concluded as such which are shown in the following table:

Student 1 Yes, the teacher is using evidence.  
 Student 2 Yes, the teacher is using evidence.  
 Student 3 Yes, the teacher is using evidence.  
**Question 1** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.  
**Question 2** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.  
**Question 3** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.

**Question 4** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.

**Question 5** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.

**Question 6** For the character of the heroine, the teacher suggests that she is a heroine because she is a heroine.

Student 1 Yes, because she is a heroine.  
 Student 2 Yes, because she is a heroine.  
 Student 3 Yes, because she is a heroine.

City implemented SDP9 20 English in terms of the indicator of assessing the results of diagnostic activities in the direction of English language development and the comparison with the results of SDP9 20 English in the same year SDP9 20 (June City) in it could be defined that SDP9 20 English was superior to SDP9 20 (June City) in the student evaluation and did not require the application of any measures.

Furthermore, the comparison between SDP9 20 June City and SDP9 20 English revealed that SDP9 20 (June City) exhibited a higher percentage of correct answers than SDP9 20 English in the particular indicator. In this regard, the comparison between SDP9 20 June City and SDP9 20 English showed that SDP9 20 June City had a higher percentage of student responses in "good" as well as "excellent" grades when the diagnostic question items were evaluated for each of SDP9 20 (June City) implemented SDP9 20 English in terms of task completion indicators.

**Statistical Analysis:**  
The investigation used an overall, bivariate, and homogeneity test. The overall test of teacher pedagogical communication and the character of teacher learning discipline in Islamic religious education subjects obtained results based on the Kolmogorov-Smirnov test significant value <math>P < 0.05</math>. It can be concluded that the data were normally distributed. This test is designed to determine the normality of data.

Furthermore, the description of the results for the homogeneity test of teacher pedagogical communication and the character of student learning discipline in Islamic religious education subjects obtained results from the homogeneity test of teacher pedagogical communication and the character of student learning discipline in Islamic religious education subjects based on the homogeneity test of teacher pedagogical communication and the character of student learning discipline in Islamic religious education subjects based on the homogeneity test of teacher pedagogical communication and the character of student learning discipline in Islamic religious education subjects. It can be concluded that the data was normal (including between teacher pedagogical communication and the character of student learning discipline in Islamic religious education subjects).

**Hypothesis Verification:**  
The data analysis technique uses the  $F$ -test to measure and determine the difference between the independent variable and the dependent variable (Pengertian, 2015). Based on the description of the results for the Kolmogorov-Smirnov (June City and SDP9 20 English) test and Shapiro-Wilk test (homogeneity) test, the character of teacher learning discipline in Islamic religious education subjects cannot be concluded that the data was not significantly different.

difference between DTPV 20 (Lansing City) and DTPV 20 (Birmingham) in the variables of teacher interpersonal communication and the character of student discipline. The latter is more significant than the former. The results of the regression analysis in the two regression equations are as follows: The regression coefficient of the teacher interpersonal communication variable is 0.487, the regression coefficient of the character of student discipline variable is 0.227, and the regression coefficient of the control variable is 0.127. The regression coefficient of the control variable is 0.127. The regression coefficient of the control variable is 0.127. The regression coefficient of the control variable is 0.127.

#### Results of Interview with Teachers

The results of the interview show that, according to the teacher, the teacher's interpersonal communication and the student's disciplinary character are very important variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline.

The results of the interview show that, according to the teacher, the teacher's interpersonal communication and the student's disciplinary character are very important variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline. The teacher interpersonal communication and the character of student discipline are the main variables in teacher interpersonal communication and the character of student discipline.

**CONCLUSIONS**

The study concludes that there are differences in teacher interpersonal communication in Islamic religious education classes of SMPN 23 Pengadain City and SMPN 20 Pengadain City and the results of the T-test of confidence interval of the regression coefficient were for T-test = 98.12 (which was less than 95). Furthermore, the results of the regression test for the 12-classes were also 93.56. So there is an influence between interpersonal communication and the character of student learning.

Although in Islamic religious education in SMPN 23 Pengadain City and SMPN 20 Pengadain City, the limitations of this research is that the research only focused on one variable, namely interpersonal communication, and did not include other variables. Another limitation in the research only focused on learning Islamic religious education in the general high school level, there are other levels (higher) further research using other variables and studies are at different levels such as universities. The research suggests that researchers can conduct this study or research in the future on the development of other learning, learning from educational characteristics.

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