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The Effect Of The Learning Model Naval Collaboration Flexible Learning (NCFL) On The Quality Of Education Outcomes: An Innovative Approach To Islamic Religious Education In The Naval College Of Technology

Pengaruh Model Pembelajaran Naval Collaboration Flexible Learning (NCFL) Terhadap Kualitas Hasil Pendidikan: Suatu Pendekatan Inovatif Terhadap Pendidikan Agama Islam Di Naval College Of Technology

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The NCFL learning model was developed by synthesizing various learning and learning theories, system-based, referring to the suitability of the needs and the latest science and technology developments, and still maintaining the distinctive cultural features of the Navy, and based on the values of Pancasila. The problem studied is how the influence of the NCFL learning model in the field of Islamic Religious Education at the Naval College of Technology. The method used is a quantitative method with the process of collecting data through questionnaires to 35 students of the Naval College of Technology and data analysis using SPSS 25.0 software. The results showed that there was a significant influence on the application of the NCFL learning model at the Naval College of Technology, especially in the field of Islamic Religious Education. From the simple linear regression test, the regression equation formula Y = 9.657 + 0.579 X1, meaning that if the X1 value is increased by 1 point, the strength of the Y relationship will increase by the value of the X1 variable, namely 0.579. Furthermore, from the formulation of the regression equation Y = 24.352 + 0.461 X2, which means that if the X2 value is increased by 1 point, the strength of the Y relationship will increase by the value of the X2 variable, namely 0.461. In the multiple linear regression test, the equation formula is Y = 8.274 + 0.476 X1 + 0.187 X2, meaning that if the two variables X1 and X2 are increased by a constant 1, there will be an increase in the Y output value of the X1 and X2 variables, namely (0.476 + 0.187 = 0.663).

Keywords: NCFL Learning Model, The Naval College of Technology, Islamic Religious Education, Quantitative Methods

INTRODUCTION

There are three main reasons that underlie the importance of developing the Naval Collaboration Flexible Learning (NCFL) learning model at the Naval College of Technology. First, the demand for assignment to the Unit for Indonesian Navy soldiers, requires the posture of soldiers who have humanist leadership competencies, one of which is the ability to collaborate which from an early age needs to be developed through a continuous learning process. Second, the Naval College of Technology already has sufficient and varied learning resources including ICT-based laboratory facilities (Information Communication and Technology) which can be managed flexibly to support quality learning outcomes, but until now the utilization and utilization are still not optimal. . Third, in carrying out the learning practice, it turns out that the lecturers' performance is also not optimal, especially in the activities of analyzing learning, formulating and determining learning outcomes, so this has an effect on the selection and determination of the learning method initiated is not suitable. These three main reasons cause the desire to carry out an innovation in the field of learning, namely by developing a learning model that is able to meet the expected learning needs. The model in question is the Naval Collaboration Flexible Learning (NCFL) learning model, which is a model built using the Pancasila philosophical approach, the unique culture of the Indonesian Navy, systems theory, communication theory, learning theory and learning that supports collaboration. The NCFL learning model is collaboration-based and developed to achieve the impact of learning in order to optimize the mastery of material for certain fields of study and the collaborative competencies needed by every Indonesian Navy soldier while on assignment in the Unit. The NCFL learning model was developed with the following procedures and steps: (1). The analysis stage is carried out by forming a participation team and carrying out a condition analysis consisting of: needs analysis, analysis of learning objectives and characteristics of the field of study, analysis of learning resources, and analysis of student characteristics. (2). The Design and Development stage is carried out through designing and developing learning strategies (organizing, delivering, managing and assessing), establishing a support system and producing designs to producing a prototype initial model. (3). The evaluation stage, followed by steps consisting of: expert trials, individual trials, group trials and field trials so as to produce the final model as expected. (4). The installation stage, through the efforts consisting of: diffusion of innovation, institutionalization, quality assurance as well as continuous assessment and development to produce quality learning model products. As a set of learning strategies, the NCFL learning model has strategy components, including: (1). Learning organizing strategy. In the organizing strategy, the content of the material is organized in the form of Instruction Packages arranged in order and in relation to the contents of the learning material at the same time complete with the presentation of learning objectives, summaries, keywords, practice questions, design of images and text, list of references for each chapter, glossary, and index. (2). Learning delivery strategies. In the strategy of delivering learning through application in class, there are stages that must be practiced, consisting of: (a) Introduction Stage, including: preparing learning resources, communicating learning objectives, communicating urgency and learning procedures, urgency and scope of learning materials, forming collaboration groups and share the role of solving complex problems, building a spirit of collaboration. (b) Collaboration Strategy Stage, including: individual collaboration strategies, organizational collaboration strategies, (c) Evaluation Phase, including: formative evaluation, summative evaluation, and reflection on collaboration activities. (3). Learning Management Strategy. In the management strategy, learning activities are managed based on the principles of flexibility in the management of space and time for presenting the material, the order in which the content is presented, learning resources, and technical message delivery. The NCFL learning model already has a theoretical and empirical basis that can be accounted for, therefore it is necessary to immediately follow up with the use in learning practice. The curriculum and learning programs for Islamic religious education as well as similar / allied fields of study can be immediately refined according to the results of the development that has been implemented. The NCFL learning model is a new learning model within the Indonesian Navy. As a result of innovation in the field of learning, the NCFL learning model needs to be immediately disseminated through the installation stages so that it can become part of the education system within the Indonesian Navy. Through the installation stage, it is hoped that it can have direct implications for improving the quality of learning carried out by lecturers who apply it, as well as developers and scientists in educational institutions will get new perspectives, new assumptions or new treasures of learning theory as a foothold in developing higher quality learning. The application of the NCFL learning model at the Indonesian Navy's Indonesian Armed Forces educational institution will support the achievement of the policies of the Indonesian Navy's leaders in the field of education, namely improving the quality of human resources for Indonesian Navy soldiers who are moral, courageous and professional in their fields. In this study, it will look for the influence of the NCFL learning model on the quality of student outcomes, especially in the field of Islamic religious education that can improve student learning outcomes of the Naval College of Technology. The independent variable that affects the dependent variable Y, namely the improvement of the quality of student outcomes is the Pancasila philosophy approach and systems theory (X1) as well as the communication and learning theory (X2). Data processing was carried out with the help of SPPSS 25.0 software. This paper has many literatures to support the research, such as literature with title The use of value clarification technique-based- picture story media as an alternative media to value education in primary school Fariyatul and Bandono (2017), STTAL Development Strategy To Produce Human Resources That Acknowledge Technology Fac-

ing The Industrial Revolution Era 4.0 Mashudi et al. (2019), Three different design approachhes Alammary et al. (2014), The effectiveness of wikis for project-based learning in different disciplines in higher education WahChu et al. (2017) Seyal et al. (2019) Learning style preferences of medical students: A single institute experience from Saudi Arabia Nuzhat et al. (2011), The Learning styles and personalities traits of undergraduate: A case at a state university in Istanbul Yanardöner et al. (2014), Effect of personality traits and learning styles towards students' academic achievement in Johor Bahru Khan et al. (2018), Impact of Social Media on Consumer Behaviour Voramontri and Klieb (2018), Three Competing Models on Customer Loyalty in the Context of Mobile Subscribers Akbar (2013), The Impact of Social Networks on Consumers' Behaviors Alsubagh (2015), A study of the impact of social media on consumers Hajli (2014), Social Media and its Impact on Consumers Behaviour Ioanăs and Stoica (2014), The effect of Prior Knowledge and Decision-Making Style on the Online Purchase Decision-Making Process: a Typology of Consumer Shopping Behaviour Karimi et al. (2015). The research was organized as follows, part 1 was introduction, part 2 presented the literature review and methodology, section 3 presented the results and data analysis and part 4 presented the conclusions.

LITERATURE REVIEW/ METHODOLOGY

Understanding of Learning and Studying

Learning and learning from time to time continues to develop Buć and Divjak (2015). Historically, the learning and learning events themselves have been started since humans existed until now. The concept of learning develops along with the dynamics of human life and the changing strategic environment. The development of the conception of learning is always followed by the development of learning practices. Thus, learning and learning are two inseparable conceptions and are dynamic in accordance with the times Buć and Divjak (2015).The main difference between learning theory and learning theory is that learning theory refers to the learning process within the learner, whereas learning theory refers to the learner's efforts in the learning process. So learning theory focuses on what happens internally in the learner, while learning theory focuses on external efforts made by learners to make it easier for learners to learn Haverila (2010) .The study of learning and learning theory can basically be divided into two, namely descriptive theory and prescriptive theory Reigeluth and Stein (1983). Learning theory is descriptive, because it describes the learning process, while learning theory is more prescriptive, because the main purpose of learning theory is to determine learning methods. Learning theory is concerned with the relationship between the variables that determine learning outcomes, while learning theory is concerned with how someone influences others so that the learning process occurs.

Understanding Learning Models

In essence, the learning model is a set of components of an integrated learning strategy and is described as a complete method with important parts which are described in detail as a guide in carrying out learning practices. Learning model according to Seels and Reigeluth are means of translating theory into learning practice or formulating theories based on practical findings Reigeluth and Stein (1983). The model bridges theory and practice, meaning that the model translates from theory into the world of concrete and practice, and vice versa, through practice, a theory will be created. Therefore a model is prescriptive. As a model, the entire series of activities is based on theories, including: systems theory, communication theory, learning theory and learning theory. This means that a model must be able to bridge theory and practice. Why is a model needed in learning? What is the real urgency of a model? These two questions lead to what role models actually play in improving the quality of learning. Regarding the role of the model in learning, it can be explained as follows: a). For developers and learning scientists, learning models have an important role as a means of translating theory into learning practice Yanardöner et al. (2014). Learning theories are one of the foundations for implementing learning practices or actions appropriately as needed, so that the expected goals can be achieved. b). For learners or learning practitioners, learning models play an important role in helping define and select learning actions appropriately. With the existence of various kinds of learning models, learning practitioners will be able to more easily and freely choose, determine and apply the right model for the learning practices they carry out. c). For students, the learning model plays an important role in providing fluency and convenience for learners in finding more appropriate ways to carry out the learning process according to their learning needs. Through the application of the learning model appropriately, it is hoped that students will be able to achieve learning goals effectively, efficiently and attractively. The NCFL learning model on Islamic religious education material is carried out by preparing learning resources based on Islamic religious principles and aligned with the Pancasila philosophy, systems theory and communication theory. The collaboration model on Islamic religious education material is carried out in conventional lectures, learning practices in society, learning groups to solve problems in Islam.

SPSS is the most popular and most widely used statistical data processing program in the world and is widely used by researchers for various purposes such as market research, to complete research tasks such as theses, theses, dissertations and so on and (2015). SPSS was first created in 1968 by three students from Stanford University. SPSS stands for Statistics Package for the Social Sciences because this program was initially used for social science research, but along with the development of the era, SPSS is increasingly being used in various fields of science such as business, agriculture, industry, economics, psychology and others, so that until now SPSS stands for Statistics Product and Service Solution Abd-El-Salam et al. (2013).

Shows the extent to which a measuring instrument measures what you want to measure. In this study, the validity test will be used with corrected item-total correlation, namely by correlating the score of each item with the total score Xhema (2019) . The statistical technique used to find the correlation coefficient is Pearson's product moment technique, using a computer tool with the SPSS for windows program. With the following formula:

$$r = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

information:

r = product moment correlation coefficient

$\sum x$ = number of each item

$\sum y$ = total score

$\sum xy$ = the amount between the x and y scores

n = number of subject/samples

The research instrument is said to be valid if the value of r count> r table, otherwise valid if the value of r count <r table. To determine whether the questionnaire is valid or not, the researcher uses the provisions if r count is greater than or equal to r table with a significance of 0.05 which is said to be valid.

The Reliability Test Questionnaire is said to be reliable or reliable if a person's answer to a statement is consistent or stable over time. With the help of the SPSS program, one shot measurement results will be known by looking at the SPSS output results. The reliability test in this study used the SPSS program package. Each statement was tested for consistency with research variables using Cronbach's alpha. This technique was chosen because it is a fairly perfect consistency test. The Cronbach Alpha equation.

$$r^{11} = \left[\frac{K}{K-1}\right] \left[1 \frac{\sum \sigma^2{}_b}{\sigma^2{}_1}\right]$$

$information:$

$r^{11} = instrumen\ reliability$

$K = the\ number\ of\ questions$

$\sum \sigma^2{}_b = number\ of\ item\ variants$

$\sigma^2{}_1 = total\ variant$

The research instrument is said to be reliable if the Cronbach alpha value is> 0.60 and vice versa, the research is said to be unreliable if the Croanbach Alpha value is <0.60.

METHODOLOGY

To solve a problem in an observed research, steps are needed and determined to describe the approach and model of the problem. The steps taken are:

[Figure 1 about here.]

Target: The purpose of this study is to determine how much influence the application of the NCFL learning model in the Naval College of Technology with the Pancasila philosophy approach variable and systems theory as well as communication and learning theory on improving the quality of student outcomes.Steps: This research step is step 1 identifying the problem by looking at the effect of improving the quality of student outcomes using the NCFL learning model. Step 2 performs the analysis, step 3 analyzes the influence system with SPSS, step 4 provides suggestions for improvements and conclusions. This research was conducted over a period of 2 years, from January 2019 to September 2020 with observations of the application of the NCFL learning model at the Naval College of Technology. Respondents in this study were 35 students of the Naval College of Technology who attended Islamic religious education material. The results of this study are how much influence the Pancasila philosophical approach and systems theory as well as communication and learning theory which is the NCFL collaborative learning model to improve the quality of student outcomes of the Navy College of Technology students.

RESULTS AND DISCUSSION

Validity Test

Validity is a measure that shows the extent to which an instrument can measure an observation with what it wants to measure. The relationship between a measurement and the observed results is usually described by a correlation, which is called the validity coefficient. The success of a measuring instrument can be said to be good if it can carry out its measuring function carefully and accurately. The quality of a measuring instrument is determined by the quality of the grains. One thing that can be done to analyze an item is to look at the distinguishing power of the item, namely the consistency between the item score and the overall score which can be seen from the correlation coefficient between each item and the overall score.

[Table 1 about here.]

The results of the validation test of the Pancasila independent variable and system theory (X1) can be concluded that all statements are valid.

[Table 2 about here.]

The results of the validation test of the communication and learning theory independent variables (X2) can be concluded that all statements are valid.

[Table 3 about here.]

The results of the validation test of the dependent variable The quality of student results (Y) can be concluded that all statements are valid.

Reliability Testing

After carrying out validity testing, then the reliability testing is carried out on all existing variables. Each variable is tested for reliability based on Cronbach's Alpha using the IBM SPSS

Statistics ver. 25 for Windows. From the results of testing the Cronbach's Alpha value (r alpha), the following decisions were made:

- If r alpha> 0.60, then the variables in the questionnaire were reliable.
- If r alpha <0.60, then the variables in the questionnaire are not reliable.

[Table 4 about here.]

The results of reliability testing for all variables with Cronbach's Alpha as shown in table 4 indicate that the Alpha value is 0.936 and more than 0.6. Therefore it can be concluded that all research instruments on the variable of professionalism are reliable.

[Table 5 about here.]

The results of reliability testing for all variables with Cronbach's Alpha as shown in Table 5 indicate that the Alpha value is 0.902 and is greater than 0.6. Therefore, it can be concluded that all of the research instruments for the variable of morality are reliable.

[Table 6 about here.]

The results of reliability testing for all variables with Cronbach's Alpha as shown in Table 6 show that the Alpha value is 0.932 and is greater than 0.6. Therefore it can be determined that all research instruments of the quality of recruitment results variables are reliable.

Normality Test

Normality testing is carried out to find out whether the sample data that has been obtained has a normally distributed population or not, so that in carrying out the next steps it can be believed the truth of the results of further data analysis. In this study, the Kolomogorov-Smirnov test method was used, to test the normality of the distribution of sample data that had been obtained, using the help of the IBM SPSS ver.25 software program.

[Table 7 about here.]

The results of normality testing for all variables using the Kolmogorov-Smirnov method as shown in table 7 show that the total Sig scale value is 0.863 and has a value greater than 0.05. Therefore, it can be concluded that all of the research instruments are normal, so that they have met the prerequirements for further processing in the next discussion.

Heteroscedasticity Test

Before carrying out multiple regression tests, a Heteroscedasticity test must be carried out to ensure that no Heteroscedasticity symptoms occur in the sample data that has been obtained

[Table 8 about here.]

Based on the output table 4.8 above, it is known that the significance value (Sig) for the Pancasila variable and system theory (X1) is 0.264. Meanwhile, the significance value (Sig) for the variable Theory of communication and learning (X2) is 0.157. Because the significance value of the two variables is greater than 0.05, according to the basis of the Glejser test decision making using the SPSS software program, it can be concluded that heteroscedasticity symptoms do not occur in the sample data that has been obtained.

Simple Linear Regression Testing

In this study, a simple Linear Regression test was used to test and obtain a linear formula from the relationship so that it can be calculated from the relationship between these variables in a simple linear formula.

[Table 9 about here.]

From table 9 above it is shown that between variables X1 and Y there is a correlation with a significance of less than 0.05, a regression equation can be obtained based on the coefficient table equation:

Y = a + b X

So that the linear regression equation between variables X1 and Y can be obtained as follows:

Y = 9.657 + 0.579 X1

In this study, there is a positive relationship between the philosophical approach and systems theory towards improving the quality of student outcomes, fulfilling the relationship: Y = 9.657 + 0.579 X1, meaning that if the X1 value is increased by 1 point, the strength of the Y relationship will increase by the variable value X1 is 0.579. where between philosophical approaches and systems theory and improving the quality of student outcomes has a positive relationship. Students' understanding of the Pancasila philosophy and system theory in Islamic religious education material has a positive impact on improving the quality of student outcomes because students are ready to apply the material in their daily life.

[Table 10 about here.]

From table 10 above it is shown that between variables X2 and Y there is a correlation with a significance of less than 0.05, a regression equation can be obtained based on the coefficient table equation:

Y = 24,352 + 0.461 X2

In this study, a positive relationship was obtained between communication theory and learning theory towards improving the quality of student outcomes which fulfilled the equation Y = 24.352 + 0.461 X2, which means that if the X2 value is increased by 1 point, the strength of the Y relationship will increase by the value of the X2 variable, namely 0.461. Students' understanding of the theory of communication and learning in

Islamic religious education material has a positive impact on improving the quality of student outcomes, this is because students are ready to receive and apply material in daily life while studying.

[Table 11 about here.]

From table 11 above, it is shown that the significance value is less than 0.05, so there is a correlation between these three variables and a multiple regression linear equation can be formulated which is derived from the general formula previously described, namely:Y = 8,274 + 0.476 X1 + 0.187 X2

[Table 12 about here.]

Based on table 12, the table model summary, it can be concluded that:

1. The correlation value (R) between the independent variable (X1) and (X2) with the dependent variable (Y) is 0.532> α = 0.05. This shows that H0 is rejected and H1 is accepted, meaning that there is an influence relationship between the Pancasila philosophical approach, systems theory, communication theory and learning in the NCFL learning model on improving the quality of student outcomes
2. The coefficient of termination (R2) is 0.560 or 56%. This means that the variables X1 and X2 have a contribution of 56% to variable Y, while 44% (100% -56%) is influenced by other factors.

CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be drawn:

1. In this study found a positive relationship between the independent variables of the Pancasila philosophy approach, systems theory, communication theory and learning towards improving the quality of student outcomes of the Navy College of Technology students. From the simple linear regression test, the regression equation formula Y = 9.657 + 0.579 X1, meaning that if the X1 value is increased by 1 point, the strength of the Y relationship will increase by the value of the X1 variable, namely 0.579. Furthermore, from the formulation of the regression equation Y = 24.352 + 0.461 X2, which means that if the X2 value is increased by 1 point, the strength of the Y relationship will increase by the value of the X2 variable, namely 0.461. In the multiple linear regression test, the equation formula is Y = 8.274 + 0.476 X1 + 0.187 X2, meaning that if the two variables X1 and X2 are increased by a constant 1, there will be an increase in the Y output value of the X1 and X2 variables, namely (0.476 + 0.187 = 0.663).
2. Thus, if the independent variables of the Pancasila philosophy approach, system theory, communication theory and learning are improved, it will have an effect on improving the quality of student outcomes of the Navy College of Technology students, it is necessary to increase and consolidate the components of the NCFL learning model to be able to improve the quality of student outcomes. qualified students, so as to achieve better and expected output results.

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Conflict of Interest Statement: The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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TABLE 1 | Validity Test of Pancasila Variables and System theory (X1) Validity Test X1

Question Item	XI r Value	r Table	VALIDITY
1	0,802	0,334	Valid
2	0,766	0,334	Valid
3	0,766	0,334	Valid
4	0,421	0,334	Valid
5	0,702	0,334	Valid
6	0,87	0,334	Valid
7	0,768	0,334	Valid
8	0,885	0,334	Valid
9	0,909	0,334	Valid
10	0,668	0,334	Valid
11	0,802	0,334	Valid
12	0,766	0,334	Valid
13	0,702	0,334	Valid

TABLE 2 | Validity Test of Independent Variables of communication and learning theory (X2) Validity Test X2

Question Item	XI r Value	r Table	VALIDITY
1	0,915	0,334	Valid
2	0,915	0,334	Valid
3	0,915	0,334	Valid
4	0,455	0,334	Valid
5	0,455	0,334	Valid
6	0,459	0,334	Valid
7	0,748	0,334	Valid
8	0,915	0,334	Valid
9	0,748	0,334	Valid
10	0,748	0,334	Valid

TABLE 3 | Validity Test of Bound Variables to improve the quality of student outcomes (Y) Validity Test Y

Question Item	XI r Value	r Table	VALIDITY
1	0,788	0,334	Valid
2	0,795	0,334	Valid
3	0,763	0,334	Valid
4	0,838	0,334	Valid
5	0,838	0,334	Valid
6	0,692	0,334	Valid
7	0,771	0,334	Valid
8	0,838	0,334	Valid
9	0,763	0,334	Valid
10	0,744	0,334	Valid

TABLE 4 | Reliability Test of Pancasila Variables and system theory (X1) Reliability Test X1 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.936	13

TABLE 5 | Reliability Test Variable communication and learning theory (X2) Reliability Test X2

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.902	10

TABLE 6 | Reliability Test Variable quality improvement student outcomes (Y) Reliability Test Y

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.925	.932	10

TABLE 7 | Kolmogorov-Smirnov normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters [a,b]	Mean	0E-7
	std. Deviation	271.711.984
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.073
Kolmogorov-Smirnov Z		.601
Asymp. Sig. (2-tailed)		.863

TABLE 8 | Heterokedacity test Coefficients[a]

Model	Unstadardized Coefficients		Unstadardized Coefficients	t	Sig
		Std. Error	Beta		
(Constant)	1.715	2.988		.574	.570
1 X1	.073	.064	.234	1.137	.264
X2	-.095	.066	-.299	-1.448	.157

TABLE 9 | Results of Linear Regression Test between variables X1 and Y Coefficients[a]

Model	Unstadardized Coefficients		Unstadardized Coefficients	t	Sig
		Std. Error	Beta		
(Constant)	9.657	5.336		1.810	.079
1 X1	.579	.096	.724	6.022	.000

TABLE 10 | Results of Linear Regression Test between variables X2and Y Coefficients[a]

Model	Unstadardized Coefficients		Unstadardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	24.352	4.471		5.447	.000
1 X2	.461	.118	.562	3.904	.000

TABLE 11 | Coefficients Table of Variable Multiple RegressionTest Results (X1), (X2), and Y output Coefficients[a]

Model	Unstadardized Coefficients		Unstadardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	8.274	5.280		1.567	.127
1 X1	.187	.116	.229	1.616	.116
X2	.476	.113	.596	4.207	.000

TABLE 12 | Model Summary of Multiple Regression Test Results X1, X2, and Y

Model Summary				
Model	R	R Square	Adjuted R Square	Std. Error of the Estimate
1	.748[a]	.560	.532	2.801

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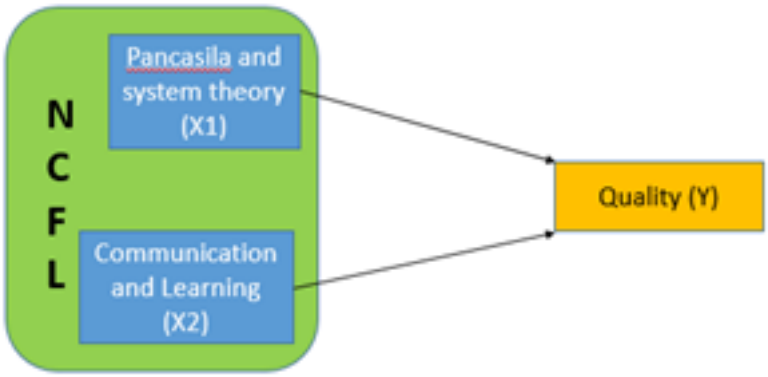

FIGURE 1 | Research flow chart