

APPENDIX A: QUESTIONNAIRES FOR EXPERT



**Faculty Science and Technology
Islamic Science University of Malaysia**

**BORANG SOAL
SELIDIK PAKAR**

This evaluation form is intended to obtain content/construct validity on the instrument from experts for the research titled "Elements of Sustainability in i-Tajweed Game Invention to Motivate Students in Tajweed Learnig."

Part A: Biodata of Respondent, Part B: Sustainability Indicator (Sustainability Element), and Part C: Motivation Element comprise this evaluation form.

Instructions: Expert evaluators should mark (/) on the content / construct validity section and record comments or suggestions on the provided evaluator's defects section. The expert evaluator should also provide an overall review of the instrument as well as recommendations for improvement. Next, confirm whether or not the instrument's content can be used in this research. All assistance is greatly appreciated. Thank you very much

[The Juan & Chao Motivational Assessment (2015) and the Katsaliaki & Mustafee (2015) questionnaires were used to create this instrument, which was adapted and modified].

(EXPERT QUESTIONNAIRE)

Instruction: Please fill (/) in the box provided

PART A: BIODATA OF RESPONDENT

User categories: Teacher: Expert:

Gender: Male: Female:

Experiences (tahun):

1) 1-2 years

2) 3-4 years

3) 5-6 years

4) More than 6 years

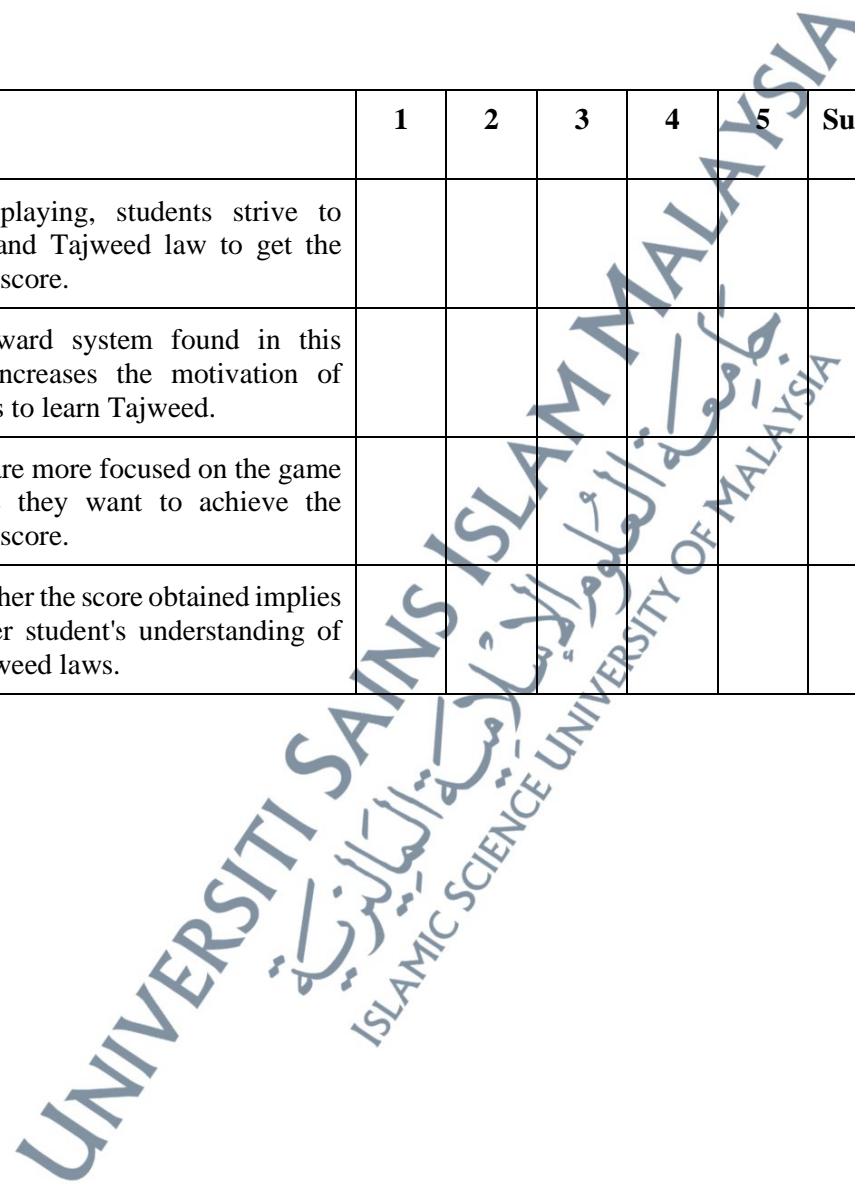
• The calculation scale is based on the Likert Scale as below:

Likert Scale: 1 = (Strongly disagree), 2 = (Disagree), 3 = (Medium), 4 = (Agree),
5 = (Strongly agree).

PART B: SUSTAINABILITY ASPECTS

No	Sustainability elements	Item	1	2	3	4	5	Suggestion
1	Relevant content	<ul style="list-style-type: none"> The content contained in i-Tajweed is easy to understand. 						
		<ul style="list-style-type: none"> The arrangement of the two laws (Mim Sakinah and Mad Lazim) is appropriate. 						
		<ul style="list-style-type: none"> The explanation of the law is clear. 						
		<ul style="list-style-type: none"> Learning content can increase the knowledge of the law of Tajweed. 						
		<ul style="list-style-type: none"> Overall, the way the content is presented in this game helps students learn the Tajweed laws easily. 						
2	Interface design	<ul style="list-style-type: none"> All buttons/icons function well and are arranged consistently. 						
		<ul style="list-style-type: none"> Pupils are free to choose any law options they want at any time. 						
		<ul style="list-style-type: none"> Overall, the use of colour in this game is very suitable for children aged between 9-12 years old. 						

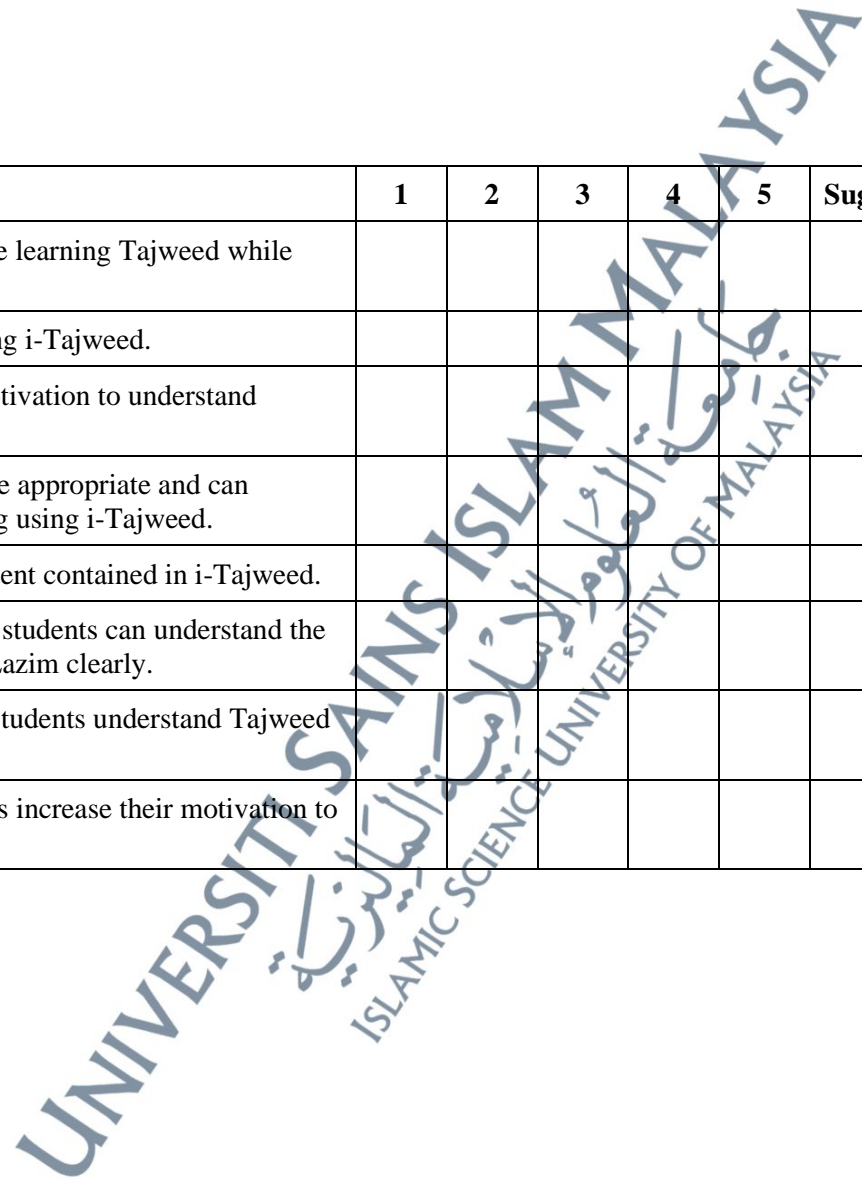
No	Sustainability elements	Item	1	2	3	4	5	Suggestion
		<ul style="list-style-type: none"> The use of sound elements are not boring and attracts students to continue learning. 						
		<ul style="list-style-type: none"> All buttons/icons function well and are arranged consistently. 						
3	Gameplay	<ul style="list-style-type: none"> This i-Tajweed game is easy to use. 						
		<ul style="list-style-type: none"> The instructions displayed in this game are clear and easy to understand. 						
		<ul style="list-style-type: none"> The game is developed using secure technology. 						
4	Usability	<ul style="list-style-type: none"> Pupils find it easy to press buttons/icons because they are arranged consistently. 						
		<ul style="list-style-type: none"> The display on the menu bar makes it easy for students to use the game. 						
		<ul style="list-style-type: none"> Pupils understand more about how to play because the instructions given at the beginning of the display are clear. 						
5	Reward	<ul style="list-style-type: none"> Pupils work hard to get the highest score. 						



No	Sustainability elements	Item	1	2	3	4	5	Suggestion
		<ul style="list-style-type: none">While playing, students strive to understand Tajweed law to get the highest score.						
		<ul style="list-style-type: none">The reward system found in this game increases the motivation of students to learn Tajweed.						
		<ul style="list-style-type: none">Pupils are more focused on the game because they want to achieve the highest score.						
		<ul style="list-style-type: none">The higher the score obtained implies a clearer student's understanding of the Tajweed laws.						

PART C: MOTIVATION ASPECT

No	Element	1	2	3	4	5	Suggestion
1	Pupils are very happy to continue learning Tajweed while using this game.						
2	Pupils feel very confident in using i-Tajweed.						
3	By using this game, students' motivation to understand tajweed laws increases.						
4	The motivational words given are appropriate and can motivate students to keep playing using i-Tajweed.						
5	Pupils easily understand the content contained in i-Tajweed.						
6	After using the i-Tajweed game, students can understand the laws of Mim Sakinah and Mad Lazim clearly.						
7	Tajweed tips provided can help students understand Tajweed laws.						
8	Overall, i-Tajweed helps students increase their motivation to learn Tajweed.						



FORM FOR VALIDATION IN TERMS OF MEASUREMENT OF THE QUESTIONNAIRE



TITLE:

SUSTAINABILITY ELEMENTS IN DESIGNING i-TAJWEED GAME FOR MOTIVATING STUDENTS IN LEARNING TAJWEED

COMMENT AREA:

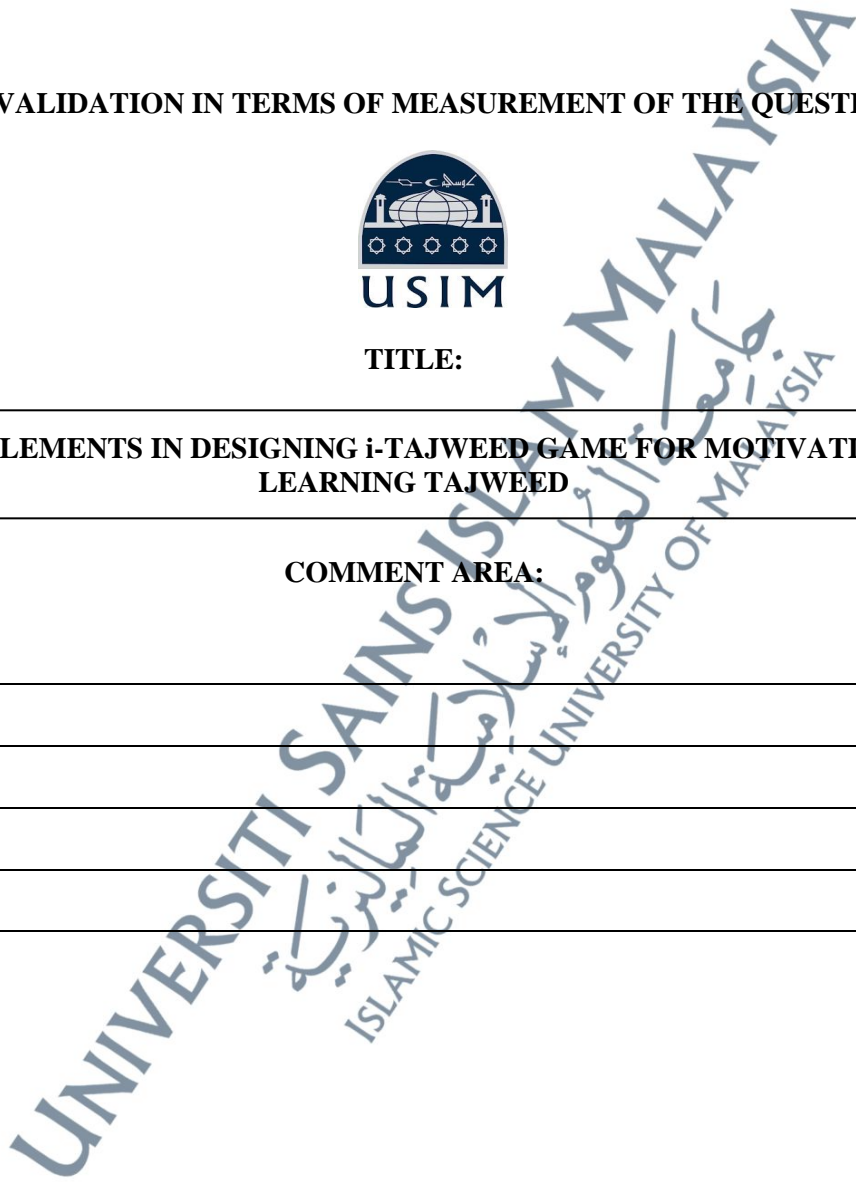
Approved by (expert`s sign):

.....

Name:

Position:

Stamp:



APPENDIX B: EXPERT VALIDATION FORM



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN i-TAJWEED GAME

The evaluation is a validity test is that intended to validate the partial findings of the Doctor of Philosophy (PhD) program research entitled:

“Sustainability elements in designing game-based learning for motivating students in learning Tajweed

This form have 2 parts which are contain:

Part 1: The Assesments on the design interface of i-Tajweed game.



Part 2: The Assesments of indicators (Sustainability and motivation elements) in i-Tajweed game.

Instruction:



Expert evaluators is required to mark (/) the ONLY appropriate option and to give comments in the comments section (if any). Expert evaluators also need to provide a full review of the rating. The expert assessor will then need to confirm the findings of the evaluation whether or not this research is appropriate. All cooperation is greatly appreciated. Thank you

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME



Part 1: Evaluation of the design interface of i-Tajweed game

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
1) Multimedia elements	Graphic	<ul style="list-style-type: none"> The graphic or image used in i-Tajweed game is suitable, interesting, and attractive and able to motivate users in learning Tajweed. 				
		<ul style="list-style-type: none"> The icon used in frontpage is simple and suitable 				



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
		<ul style="list-style-type: none"> Icon arrangement is consistent and easy to use 				
	Text	<ul style="list-style-type: none"> Type and the size of text used in this game is suitable and consistent 				



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
	Colour	<ul style="list-style-type: none"> The colour of text is suitable for users to understand the topic 				
	Audio	<ul style="list-style-type: none"> The use of sound in this game are suitable and user can control 				



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
	Animation	<ul style="list-style-type: none"> The animation suitable and attractive 				
2) Sustainability elements	Relevant Conten	<ul style="list-style-type: none"> Game content (domain knowledge): Covered a topic of Mim Sakinah and Mad Lazim . 				


THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
		<ul style="list-style-type: none"> Game object/character: A boy as an main character in this game are suitable for the kids (10-12 years old). 				
		<ul style="list-style-type: none"> Game theme: Modern theme (realistic settings , figures, or events). The illustration of state at desert (padang pasir) are suitable that can provide users in Islamic state and learn Islamic subject (Tajweed). 				



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
		<ul style="list-style-type: none"> Game objectives: To motivate users in learning Tajweed (Users need to find out the correct example with the appropriate hukum) 				
		<ul style="list-style-type: none"> Motivation words: The word likes Yakin Pada Diri, Sabar and Fokus give motivation for users to learn Tajweed 				



THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
		<ul style="list-style-type: none"> Game level: Users can choose the topic easily 				
		<ul style="list-style-type: none"> Game play: Users can freely control their game by their own. 				


THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
	Interface design	<ul style="list-style-type: none"> Interaction: The interaction with the device is fun 				
		<ul style="list-style-type: none"> Consistency: All icons and text are arranged with suitable condition and consistent 				

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
		<ul style="list-style-type: none"> Feedback: The instruction provided are easy to understand and make users can freely control a game 				
	Usability	<ul style="list-style-type: none"> User-friendly: This game provide a user-friendly game (in terms of the consistency of colour, text, icon, graphic and and others). 				

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Main elements in i-Tajweed game	Sub element	Explanation	Design interface	Suitability (kesesuaian)		Suggestion
				Yes	No	
	Reward	<ul style="list-style-type: none"> ▪ Achievement : Trophy with marks. The highest mark will be rewarded with biggest trophy. This encourage users to get the highest mark. 				

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 الإسلامية
 ISLAMIC SCIENCE UNIVERSITY

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Part 2: The evaluation on the indicator of sustainability and motivation elements in the design of i-Tajweed game

Indicator of Sustainability	Sub-element in the design of i-Tajweed	Suitability (kesesuaian)		Suggestion
		Yes	No	
<ul style="list-style-type: none"> ▪ Content (<i>isi kandungan</i>) : Refer to the space of a game and everything that fits inside of it: the combination of all areas, elements, topics, and characters in game that allow users to gain experience on it. 	<ul style="list-style-type: none"> ▪ Game content (domain knowledge): Covered a topic of Mim Sakinah and Mad Lazim ▪ Game object/character: A boy ▪ Game theme: Modern theme (realistic settings , fimgures, or events. The illustration of state at desert (<i>padang pasir</i>) ▪ Game design: Learning, play and fun ▪ Creativity: Animation, Sound, and music ▪ Game objectives: To motivate users in learning Tajweed ▪ Game genre: Educational game 			
<ul style="list-style-type: none"> ▪ Interface design: Refer on how the information are being presented, so that the end user can interact with the game, extract information and finally use the knowledge. 	<ul style="list-style-type: none"> ▪ Simplicity: Simple design, icon, image. ▪ Consistency: In terms of size of text, type of text, icon aragement and and others. ▪ Know the target users: Primary school children ▪ Color usage: Suitable color for children (9-12 year-old). ▪ Feedback mechanisms ▪ Multimedia elements: Text, video, audio (2D), graphic, and animation. 			

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Indicator of Sustainability	Sub-element in the design of i-Tajweed	Suitability (kesesuaian)		Suggestion
		Yes	No	
<ul style="list-style-type: none"> ▪ Gameplay: 	<ul style="list-style-type: none"> ▪ Elements: Use integration of technology, Green IT, Involve innovative eco-efficient process ▪ Interconnection: Software and tools, coding and programming ▪ Function: Support late changes 			
<ul style="list-style-type: none"> ▪ Usability 	<ul style="list-style-type: none"> ▪ User-friendly ▪ Easy to access ▪ Consistency: (colour, text, graphic, animation, audio) ▪ Simulation 			
<ul style="list-style-type: none"> ▪ Reward 	<ul style="list-style-type: none"> ▪ Outcome: Use collections of small rewards that lead to the huge reward ▪ Offer valuable reward: (trophy) for valuable achievement 			
<ul style="list-style-type: none"> ▪ Motivation 	<ul style="list-style-type: none"> ▪ The material can attract users' attention and interest from the game starting. ▪ The content is capable of attracting user's attention. ▪ Elements in the material are so attractive that can maintain users' focus. ▪ The various experiences and learning in this game held user's attention. ▪ The material includes many parts that are exciting users ▪ Users can understand the content easily. 			

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Indicator of Sustainability	Sub-element in the design of i-Tajweed	Suitability (kesesuaian)		Suggestion
		Yes	No	
	<ul style="list-style-type: none"> ▪ The content and design of the material motivate users to understand it. ▪ After researching (playing) the material, users can realized its educational significance. ▪ The material content is interesting ▪ The instructions provided in the ▪ game are clear and easy to understand. 			

THE EVALUATION OF SUSTAINABILITY ELEMENTS IN I-TAJWEED GAME

Overall review by expert:

Thus, I verify that this evaluation is **VALIDATED** for the purpose of this research.

Name of expert:

Position:

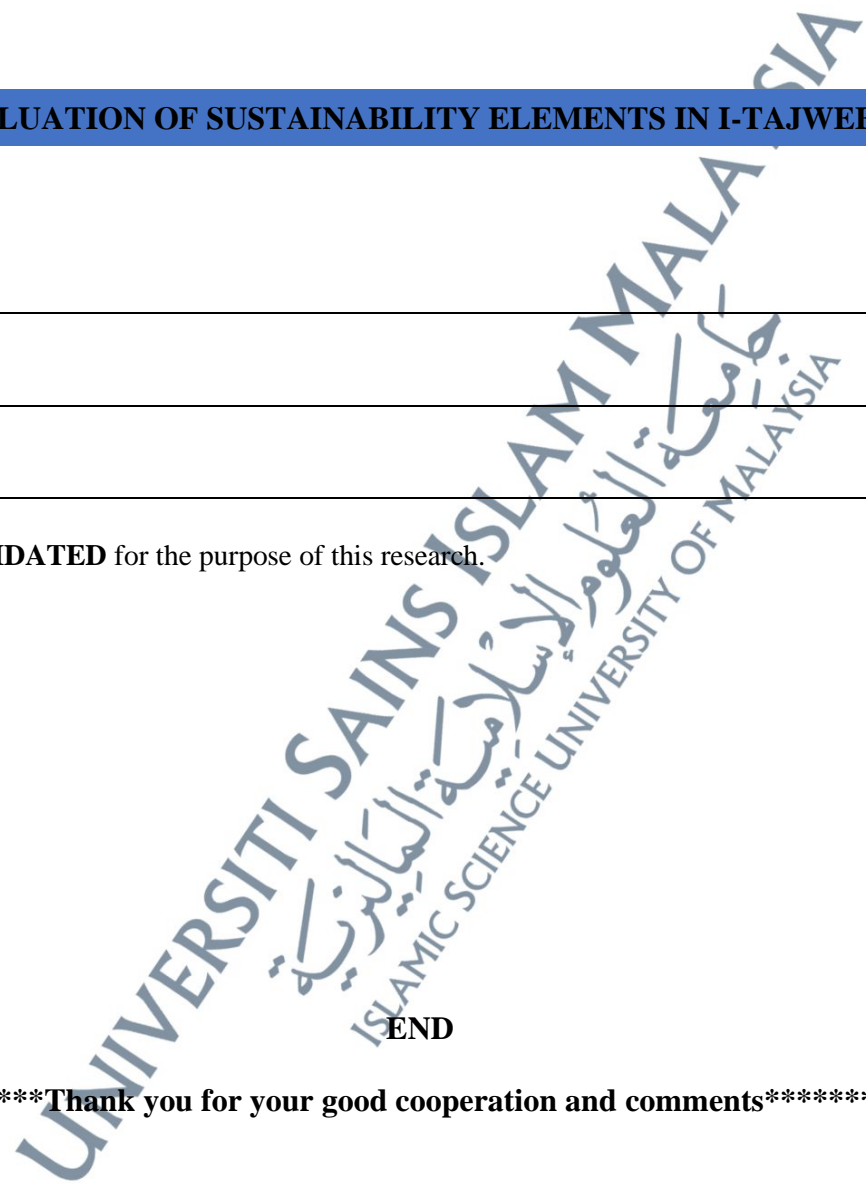
Date:

Sign:

Stamp:

END

*******Thank you for your good cooperation and comments*******



APPENDIX C: APPROVAL LETTER FROM MINISTRY OF EDUCATION



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(5878)
Tarikh : 21 November 2019

NADIAH RAMLAN NADIAH
NO. KP : 861203435632

NO 21, JLN. ANGKASA 1C/13, BANDAR MAHKOTA BANTING
BANTING 42700 BANTING
SELANGOR

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" SUSTAINABILITY ELEMENTS IN DESIGNING I-TAJWEED GAME FOR MOTIVATING STUDENTS IN LEARNING TAJWEED "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **21 November 2019** hingga **28 April 2020** .

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SELANGOR

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

APPENDIX D: EXPERT INTERVIEW CHECKLIST

INTERVIEW CHECKLIST (FOR EXPERT IN GAME DEVELOPMENT)

TITLE OF RESEARCH:

SUSTAINABILITY ELEMENTS IN DESIGNING
GAME-BASED LEARNING FOR MOTIVATING STUDENTS IN LEARNING
TAJWEED

NEED ANALYSIS:

- 1) What is your (Dr/Prof) opinion on sustainability in game development? Why is it significant?
- 2) What are the elements that must be considered (MUST BE INCLUDED) when designing an interactive game?
- 3) How do we define the sustainability elements that can be incorporated into game design?
- 4) Is there a specific step or method for identifying elements of sustainability?
- 5) Do you believe that if a game is developed with sustainability elements, it can influence students' motivation in learning (or even increase students' motivation)?
- 6) What is your recommendation for creating an interactive game aimed specifically at Islamic learning?

APPENDIX E: INTERVIEW RESULT

Feedback from the interview session in Phase 1

No	Component	Expert						Level of Agreement/ Researcher`s action
		A	B	C	D	E	F	
1	The need to develop sustainable game	Yes	Yes	Yes	Yes	Yes	Yes	100%
2	Sustainability elements in game	Fun, Good content	Good design	Interactive Attractive	Motivate students	Best Reward	Easy to use	Follow
3	Sustainability definition	Good game	Need proper budget	Use multimedia elements	Good content	Can motivate students	Friendly	Follow
4	Methodology	Digital game	Digital game	Digital game	Digital game	Digital game	Digital game	Follow
5	Game can enhance student`s motivation	Yes	Yes	Yes	Yes	Yes	Yes	100%
6	Suggestion	Proceed	Proceed	Proceed	Proceed	Proceed	Proceed	Follow

APPENDIX F: STUDENT QUESTIONNAIRE

(BORANG SOAL SELIDIK PELAJAR)

Arahan: Sila tandakan (/) di petak yang disediakan

BAHAGIAN A: BIODATA RESPONDEN

Nama:

Jantina:

Lelaki

Perempuan

Umur:

9-10 tahun

11-12 tahun

- Skala pengiraan adalah berdasarkan *Skala Likert* seperti di bawah:

Likert Scale: 1 = (Sangat Tidak Setuju), 2 = (Tidak Setuju), 3 = (Sederhana Setuju),
4 = (Setuju), 5 = (Sangat Setuju).

BAHAGIAN B: ASPEK KELESTARIAN

No	Elemen utama	Sub Elemen	1	2	3	4	5
1	Isi kandungan	▪ Isi kandungan yang terdapat di dalam i-Tajweed mudah difahami.					
		▪ Cara susunan dua hukum (Mim Sakinah dan Mad Lazim) adalah sesuai.					
		▪ Cara penerangan hukum adalah jelas.					
		▪ Kandungan pembelajaran dapat meningkatkan pengetahuan hukum Tajwid.					
		▪ Secara keseluruhan, cara penyampaian kandungan di dalam permainan ini membantu murid					

		mempelajari hukum Tajwid dengan mudah.					
2	Reka bentuk antara muka	<ul style="list-style-type: none"> ▪ Rekabentuk ikon dan animasi dalam permainan ini adalah menarik. ▪ Semua ikon adalah berfungsi dan disusun secara konsisten. ▪ Secara keseluruhan, penggunaan warna di dalam permainan ini adalah sangat sesuai untuk kanak-kanak lingkungan umur 10-12 tahun. ▪ Murid bebas untuk memilih mana-mana pilihan hukum yang dikehendaki pada bila-bila masa. ▪ Penggunaan unsur bunyi tidak membosankan dan menarik minat murid untuk meneruskan pembelajaran. 					
3	Sistem permainan	<ul style="list-style-type: none"> ▪ Permainan i-Tajweed ini mudah digunakan. ▪ Arahan yang dipaparkan di dalam permainan ini adalah jelas dan mudah difahami. ▪ Permainan ini dibangunkan menggunakan teknologi yang selamat. 					
4	Kebolegunaan	<ul style="list-style-type: none"> ▪ Saya mudah untuk menekan ikon kerana ianya disusun secara konsisten. ▪ Paparan pada petunjuk menu memudahkan saya untuk menggunakan permainan ini. ▪ Saya lebih faham tentang cara permainan kerana arahan yang diberikan pada awal paparan adalah jelas. 					
5	Ganjaran	<ul style="list-style-type: none"> ▪ Saya bersungguh-sungguh untuk mendapatkan skor yang tertinggi. ▪ Semasa bermain, saya berusaha untuk memahami hukum Tajwid supaya mendapat skor tertinggi. 					

		<ul style="list-style-type: none"> ▪ Sistem ganjaran yang terdapat dalam permainan ini meningkatkan motivasi murid untuk belajar Tajwid. 					
		<ul style="list-style-type: none"> ▪ Murid lebih fokus dalam permainan kerana ingin mendapatkan skor tertinggi. 					
		<ul style="list-style-type: none"> ▪ Semakin tinggi skor yang diperolehi bermaksud, pemahaman saya terhadap hukum Tajwid lebih jelas. 					

BAHAGIAN C: ASPEK MOTIVASI

No	Elemen	1	2	3	4	5
1	Saya sangat seronok untuk terus belajar Tajwid semasa menggunakan permainan ini.					
2	Saya berasa sangat yakin untuk menggunakan i-Tajweed.					
3	Dengan menggunakan permainan ini, motivasi saya untuk memahami hukum tajwid meningkat.					
4	Kata-kata motivasi yang diberikan bersesuaian dan dapat memotivasikan saya untuk kekal bermain menggunakan i-Tajweed.					
5	Saya mudah memahami isi kandungan yang terdapat dalam i-Tajweed.					
6	Selepas menggunakan permainan i-Tajweed, saya dapat memahami hukum Mim Sakinah dan Mad Lazim dengan lebih jelas.					
7	Tips Tajwid yang disediakan dapat membantu saya memahami hukum Tajwid.					
8	Secara keseluruhan, i-Tajweed membantu saya meningkatkan motivasi untuk belajar Tajwid.					

**APPENDIX G: APPLICATION LETTER FOR DISTRICT EDUCATION
OFFICE**

Nadiah binti Ramlan
No 32, Jalan Berjaya 48,
Taman Langat Jaya,
42700 Banting, Selangor

Pengarah,
Pejabat Pendidikan Kuala Langat,
Jln. Sultan Abd. Samad, 42700 Banting,
Selangor Darul Ehsan



Tuan,

**PERMOHONAN MENJALANKAN KAJIAN DOKTOR FALSAFAH DI SEKOLAH
KEBANGSAAN OLAK LEMPIT, SELANGOR.**

Dengan segala hormatnya perkara tersebut di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa saya adalah merupakan pelajar Doktor Falsafah di Universiti Sains Islam Malaysia (USIM), ingin memohon kebenaran daripada pihak tuan bagi menjalankan kajian saya di sekolah yang dipilih iaitu SK Olak Lempit, Selangor.

3. Berikut adalah maklumat berkaitan permohonan saya:

- (i) Nama: Nadiah binti Ramlan
- (ii) No kad pengenalan: 861203-43-5632
- (iii) No. Telefon: 017-6163707
- (iv) Email: misnad_r@yahoo.com
- (v) Tajuk kajian: *“Sustainability element in designing i-Tajweed game for motivating students in Tajweed learning”*
- (vi) Sampel kajian: Pelajar dan Guru (Al-Quran)

4. Bersama-sama ini juga saya sertakan surat pengesahan pelajar daripada USIM untuk kebenaran menjalankan kajian.

5. Sehubungan itu, saya memohon agar permohonan saya ini diluluskan dan berharap kajian saya ini akan memberi impak dan manfaat kepada sistem pendidikan pada masa akan

datang. Segala kerjasama daripada pihak tuan sangat saya hargai dan didahului dengan ucapan terima kasih.

Sekian.

Yang benar,

(NADIAH BINTI RAMLAN)

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جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

APPENDIX H: QUASI EXPERIMENT SESSION



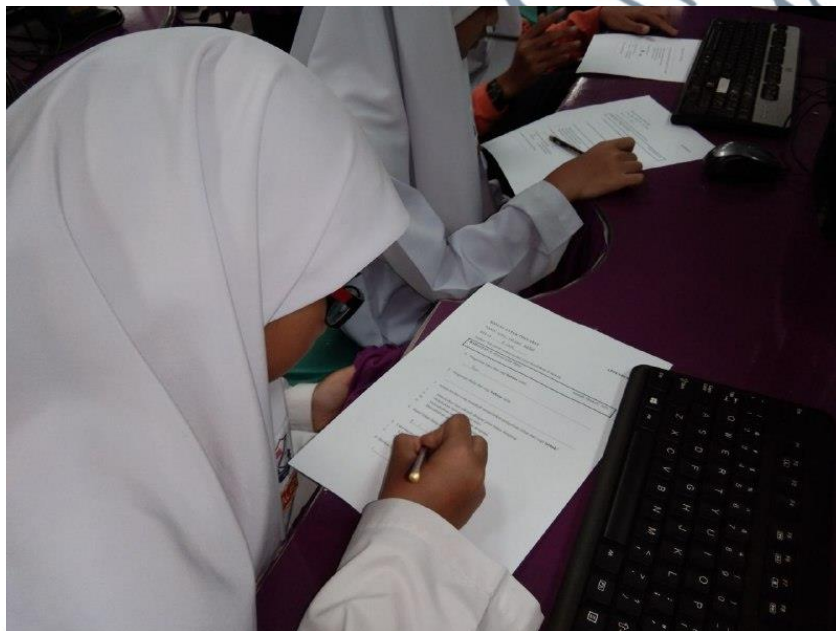
First visit at school to do quasi experiment. Preparing to give explanation and briefing to teachers and students that will be involved the experiment.



Briefing session



Recite Doa before start the session



Pre test session



Students start answering the questions (pre test)



Students focus on answering the question



Students start play i-Tajweed game (intervention)



Students got higher score



Intervention session



Students answer the questionnaire (Post test)

APPENDIX I: PILOT TEST

Pilot test Result

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.664	.691	5

Item Statistics

	Mean	Std. Deviation	N
IK1	4.1000	.71818	20
IK2	4.7500	.44426	20
IK3	4.2000	1.00525	20
IK4	4.4000	.75394	20
IK5	4.3500	.67082	20

Inter-Item Correlation Matrix

	IK1	IK2	IK3	IK4	IK5
IK1	1.000	.412	.408	.408	.251
IK2	.412	1.000	.354	.000	.662
IK3	.408	.354	1.000	.167	.515
IK4	.408	.000	.167	1.000	-.083
IK5	.251	.662	.515	-.083	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
IK1	17.7000	3.800	.549	.388	.552
IK2	17.0500	4.682	.506	.512	.609
IK3	17.6000	2.989	.533	.363	.561
IK4	17.4000	4.674	.187	.219	.713
IK5	17.4500	4.155	.456	.553	.598

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.8000	5.853	2.41922	5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.737	.728	5

Item Statistics

	Mean	Std. Deviation	N
RB1	4.4500	.88704	20
RB2	4.5500	.60481	20
RB3	4.5000	.68825	20
RB4	4.2500	.96655	20
RB5	4.2500	.85070	20

Inter-Item Correlation Matrix

	RB1	RB2	RB3	RB4	RB5
RB1	1.000	.397	.043	.230	.262
RB2	.397	1.000	.063	.203	.128
RB3	.043	.063	1.000	.673	.674
RB4	.230	.203	.673	1.000	.816
RB5	.262	.128	.674	.816	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
RB1	17.5500	5.945	.293	.232	.773
RB2	17.4500	6.787	.269	.184	.760
RB3	17.5000	5.737	.543	.520	.680
RB4	17.7500	4.197	.724	.704	.587
RB5	17.7500	4.618	.727	.709	.594

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.0000	8.000	2.82843	5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.793	3

Item Statistics

	Mean	Std. Deviation	N
SS1	4.3000	.86450	20
SS2	4.3500	.93330	20
SS3	4.1000	.78807	20

Inter-Item Correlation Matrix

	SS1	SS2	SS3
SS1	1.000	.450	.494
SS2	.450	1.000	.737
SS3	.494	.737	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SS1	8.4500	2.576	.504	.261	.842
SS2	8.4000	2.042	.679	.553	.660
SS3	8.6500	2.345	.728	.576	.620

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.7500	4.724	2.17340	3

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.611	.607	3

Item Statistics

	Mean	Std. Deviation	N
KG1	4.4000	.75394	20
KG2	4.4500	.82558	20
KG3	4.2000	.76777	20

Inter-Item Correlation Matrix

	KG1	KG2	KG3
KG1	1.000	.287	.218
KG2	.287	1.000	.515
KG3	.218	.515	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
KG1	8.6500	1.924	.292	.089	.679
KG2	8.6000	1.411	.515	.297	.358
KG3	8.8500	1.608	.465	.270	.445

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.0500	3.103	1.76143	3

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.629	.654	5

Item Statistics

	Mean	Std. Deviation	N
SG1	4.5000	.60698	20
SG2	4.4000	.75394	20
SG3	4.1500	.67082	20
SG4	4.2000	1.05631	20
SG5	4.0000	.72548	20

Inter-Item Correlation Matrix

	SG1	SG2	SG3	SG4	SG5
SG1	1.000	.230	.194	.493	.120
SG2	.230	1.000	.500	.159	.577
SG3	.194	.500	1.000	.327	.216
SG4	.493	.159	.327	1.000	-.069
SG5	.120	.577	.216	-.069	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SG1	16.7500	4.618	.424	.274	.565
SG2	16.8500	3.924	.536	.491	.497
SG3	17.1000	4.305	.480	.316	.535
SG4	17.0500	3.734	.304	.331	.650
SG5	17.2500	4.724	.267	.366	.627

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.2500	6.092	2.46822	5

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.883	21

Item Statistics

	Mean	Std. Deviation	N
IK1	4.1000	.71818	20
IK2	4.7500	.44426	20
IK3	4.2000	1.00525	20
IK4	4.4000	.75394	20
IK5	4.3500	.67082	20
RB1	4.4500	.88704	20
RB2	4.5500	.60481	20
RB3	4.5000	.68825	20
RB4	4.2500	.96655	20
RB5	4.2500	.85070	20
SS1	4.3000	.86450	20
SS2	4.3500	.93330	20
SS3	4.1000	.78807	20
KG1	4.4000	.75394	20
KG2	4.4500	.82558	20
KG3	4.2000	.76777	20
SG1	4.5000	.60698	20
SG2	4.4000	.75394	20
SG3	4.1500	.67082	20
SG4	4.2000	1.05631	20
SG5	4.0000	.72548	20

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Inter-Item Correlation Matrix

	IK1	IK2	IK3	IK4	IK5	RB1	RB2	RB3	RB4	RB5	SS1	SS2	SS3	KG1	KG2
IK1	1.000	.412	.408	.408	.251	.091	-.133	.106	.114	.215	.288	.259	.446	.019	.009
IK2	.412	1.000	.354	.000	.662	.167	.147	.258	.276	.313	.206	.476	.225	.157	.323
IK3	.408	.354	1.000	.167	.515	.366	-.017	.609	.704	.739	.472	.763	.704	.306	-.114
IK4	.408	.000	.167	1.000	-.083	.582	.069	-.203	-.072	.164	.210	-.209	.195	.074	.118
IK5	.251	.662	.515	-.083	1.000	.075	.279	.285	.426	.392	.082	.551	.129	.125	.461
RB1	.091	.167	.366	.582	.075	1.000	.397	.043	.230	.262	.364	.181	.459	.425	.212
RB2	-.133	.147	-.017	.069	.279	.397	1.000	.063	.203	.128	.070	.200	-.011	.531	.427
RB3	.106	.258	.609	-.203	.285	.043	.063	1.000	.673	.674	.531	.696	.485	.507	-.139
RB4	.114	.276	.704	-.072	.426	.230	.203	.673	1.000	.816	.472	.773	.518	.578	-.016
RB5	.215	.313	.739	.164	.392	.262	.128	.674	.816	1.000	.680	.679	.510	.328	-.094
SS1	.288	.206	.472	.210	.082	.364	.070	.531	.472	.680	1.000	.450	.494	.210	-.125
SS2	.259	.476	.763	-.209	.551	.181	.200	.696	.773	.679	.450	1.000	.737	.464	-.079
SS3	.446	.225	.704	.195	.129	.459	-.011	.485	.518	.510	.494	.737	1.000	.461	-.235
KG1	.019	.157	.306	.074	.125	.425	.531	.507	.578	.328	.210	.464	.461	1.000	.287
KG2	.009	.323	-.114	.118	.461	.212	.427	-.139	-.016	-.094	-.125	-.079	-.235	.287	1.000
KG3	.439	.617	.150	.400	.368	.247	.091	-.100	.071	.161	.143	.191	.226	.218	.515
SG1	.362	.098	.345	.690	-.065	.635	.215	.126	.135	.357	.401	.139	.550	.345	-.158
SG2	.214	.157	.236	.074	-.083	-.047	-.162	.609	.506	.492	.371	.314	.372	.537	.034
SG3	.513	.486	.578	.187	.579	.234	.045	.513	.670	.669	.644	.584	.468	.395	.347
SG4	.389	.000	.159	.687	-.178	.517	-.099	-.145	.000	.234	.507	-.288	.101	-.040	.133
SG5	.000	-.163	.000	.000	-.108	-.327	-.240	.316	.375	.341	.084	.078	.092	.192	-.351

	KG3	SG1	SG2	SG3	SG4	SG5
IK1	.439	.362	.214	.513	.389	.000
IK2	.617	.098	.157	.486	.000	-.163
IK3	.150	.345	.236	.578	.159	.000
IK4	.400	.690	.074	.187	.687	.000
IK5	.368	-.065	-.083	.579	-.178	-.108
RB1	.247	.635	-.047	.234	.517	-.327
RB2	.091	.215	-.162	.045	-.099	-.240
RB3	-.100	.126	.609	.513	-.145	.316
RB4	.071	.135	.506	.670	.000	.375
RB5	.161	.357	.492	.669	.234	.341
SS1	.143	.401	.371	.644	.507	.084
SS2	.191	.139	.314	.584	-.288	.078
SS3	.226	.550	.372	.468	.101	.092
KG1	.218	.345	.537	.395	-.040	.192
KG2	.515	-.158	.034	.347	.133	-.351
KG3	1.000	.226	.309	.450	.273	-.094
SG1	.226	1.000	.230	.194	.493	.120
SG2	.309	.230	1.000	.500	.159	.577
SG3	.450	.194	.500	1.000	.327	.216
SG4	.273	.493	.159	.327	1.000	-.069
SG5	-.094	.120	.577	.216	-.069	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
IK1	86.7500	76.092	.433	.	.878
IK2	86.1000	78.200	.462	.	.878
IK3	86.6500	69.292	.701	.	.868
IK4	86.4500	77.208	.321	.	.881
IK5	86.5000	76.789	.407	.	.879
RB1	86.4000	74.042	.472	.	.877
RB2	86.3000	79.589	.192	.	.884
RB3	86.3500	74.976	.552	.	.875
RB4	86.6000	69.832	.697	.	.869
RB5	86.6000	70.358	.767	.	.867
SS1	86.5500	72.155	.621	.	.872
SS2	86.5000	71.211	.632	.	.871
SS3	86.7500	72.618	.654	.	.871
KG1	86.4500	74.261	.554	.	.875
KG2	86.4000	79.726	.110	.	.888
KG3	86.6500	75.818	.420	.	.878
SG1	86.3500	76.239	.511	.	.876
SG2	86.4500	74.997	.495	.	.876
SG3	86.7000	72.326	.811	.	.868
SG4	86.6500	75.713	.283	.	.886
SG5	86.8500	80.239	.097	.	.887

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
90.8500	82.029	9.05698	21

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.782	8

Item Statistics

	Mean	Std. Deviation	N
M1	4.5500	.60481	20
M2	4.3000	.80131	20
M3	4.4000	.59824	20
M4	4.1500	.67082	20
M5	4.3000	.92338	20
M6	4.2000	.76777	20
M7	4.4000	.68056	20
M8	4.6000	.50262	20

Inter-Item Correlation Matrix

	M1	M2	M3	M4	M5	M6	M7	M8
M1	1.000	.185	.087	.435	.443	.317	.205	.242
M2	.185	1.000	.176	.597	.014	.325	.347	.575
M3	.087	.176	1.000	.236	.534	.275	.233	.385
M4	.435	.597	.236	1.000	.178	.552	.323	.500
M5	.443	.014	.534	.178	1.000	-.015	.469	.045
M6	.317	.325	.275	.552	-.015	1.000	.342	.491
M7	.205	.347	.233	.323	.469	.342	1.000	.185
M8	.242	.575	.385	.500	.045	.491	.185	1.000

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Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
M1	30.3500	10.029	.444	.498	.747
M2	30.6000	9.200	.463	.546	.744
M3	30.5000	10.053	.444	.567	.747
M4	30.7500	9.039	.646	.563	.712
M5	30.6000	9.305	.344	.715	.775
M6	30.7000	9.274	.477	.564	.741
M7	30.5000	9.526	.501	.494	.737
M8	30.3000	10.116	.540	.513	.738

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
34.9000	12.095	3.47775	8

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**APPENDIX J: NORMALITY TEST FOR TREATMENT GROUP
(POST TEST)**

Normality Test (Treatment Group)
Post Test

Missing Data

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Relevant Content	60	100.0%	0	0.0%	60	100.0%
Interface design	60	100.0%	0	0.0%	60	100.0%
Gameplay	60	100.0%	0	0.0%	60	100.0%
Usability	60	100.0%	0	0.0%	60	100.0%
Reward	60	100.0%	0	0.0%	60	100.0%
Motivation	60	100.0%	0	0.0%	60	100.0%

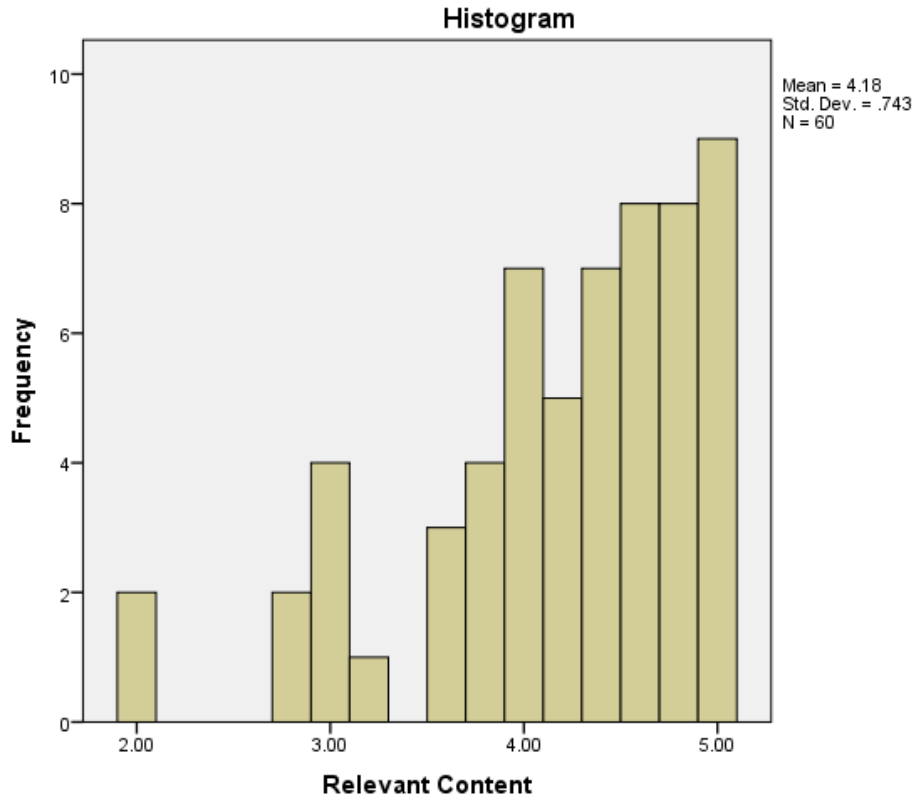
Normality Test (Treatment Group)
Post Test

Tests of Normality

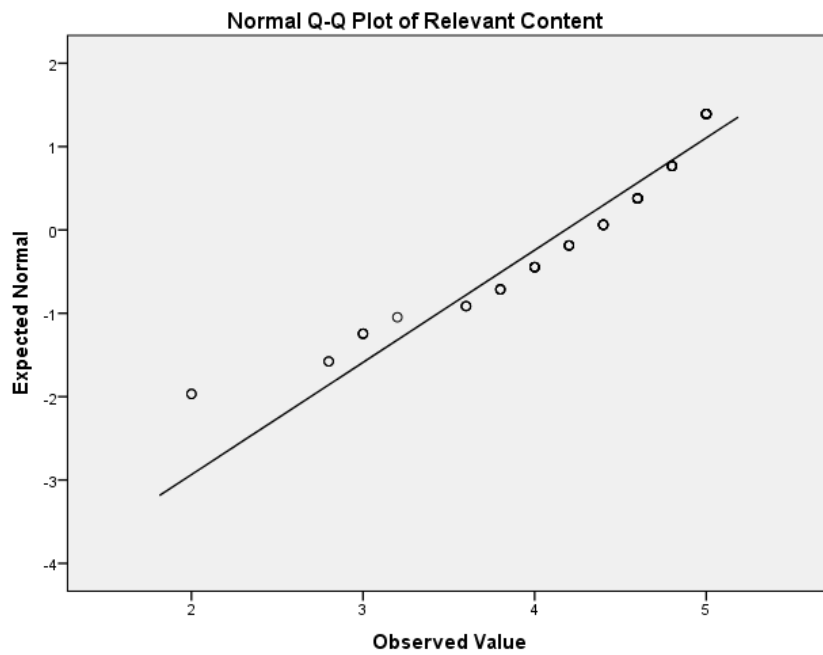
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Relevant content	.150	60	.002	.884	60	.000
Interface design	.197	60	.000	.841	60	.000
Gameplay	.255	60	.000	.793	60	.000
Usability	.220	60	.000	.840	60	.000
Reward	.217	60	.000	.802	60	.000
Motivation	.171	60	.000	.862	60	.000

a. Lilliefors Significance Correction

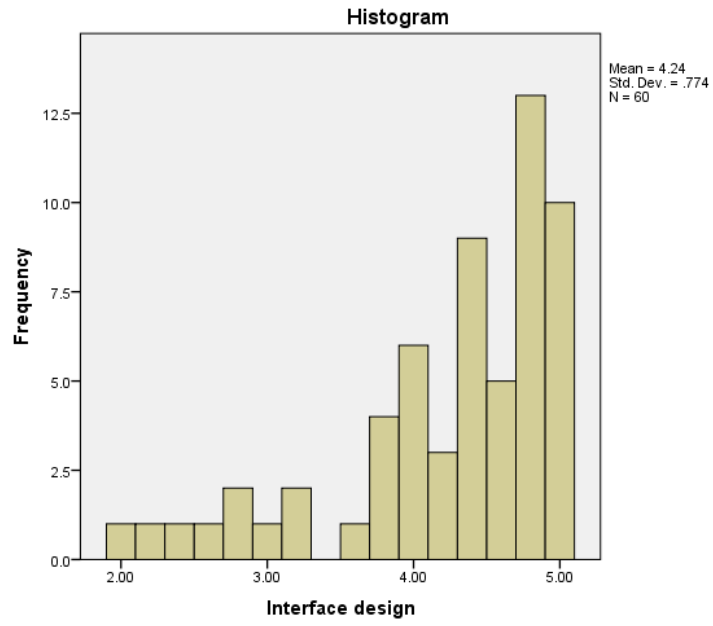
Histogram for relevant content



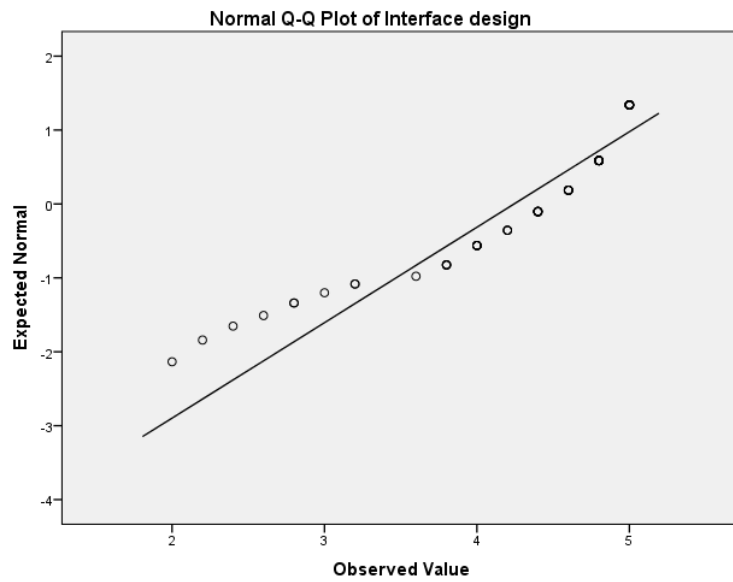
Q-Q Plot of relevant content



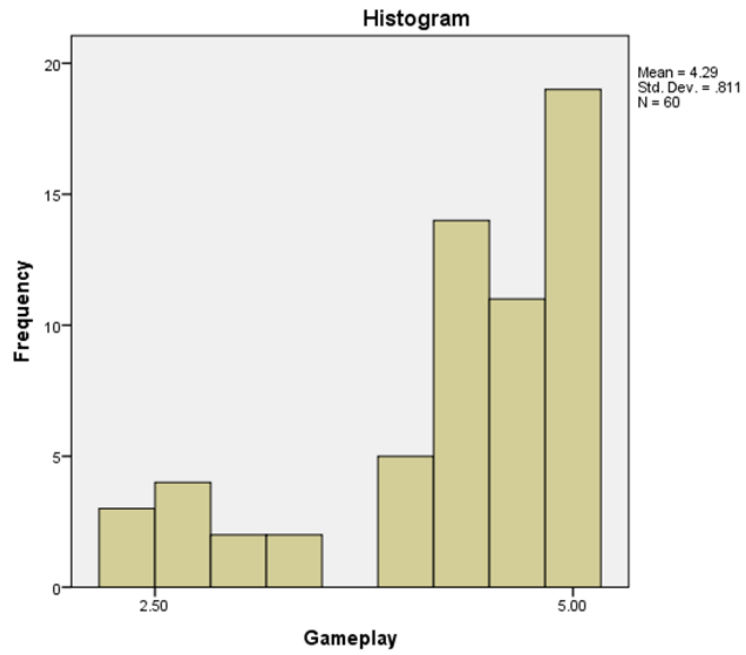
Histogram of Interface design



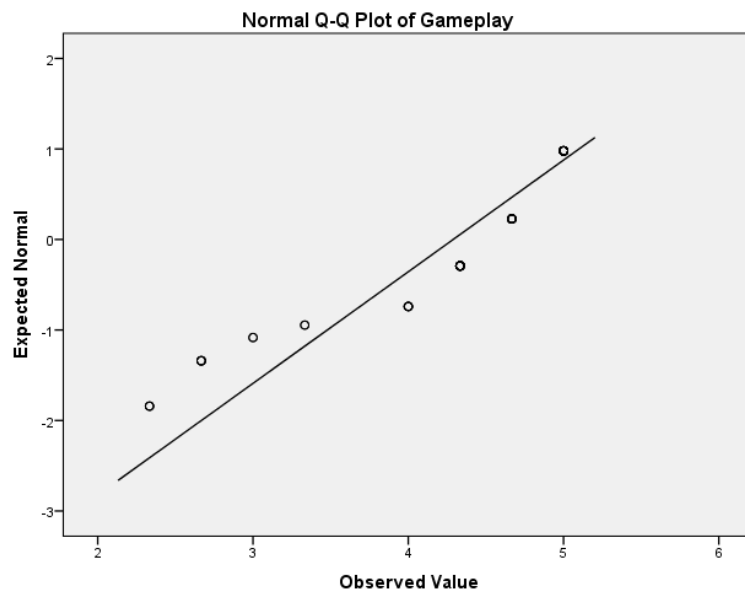
Q-Q Plot of Interface design



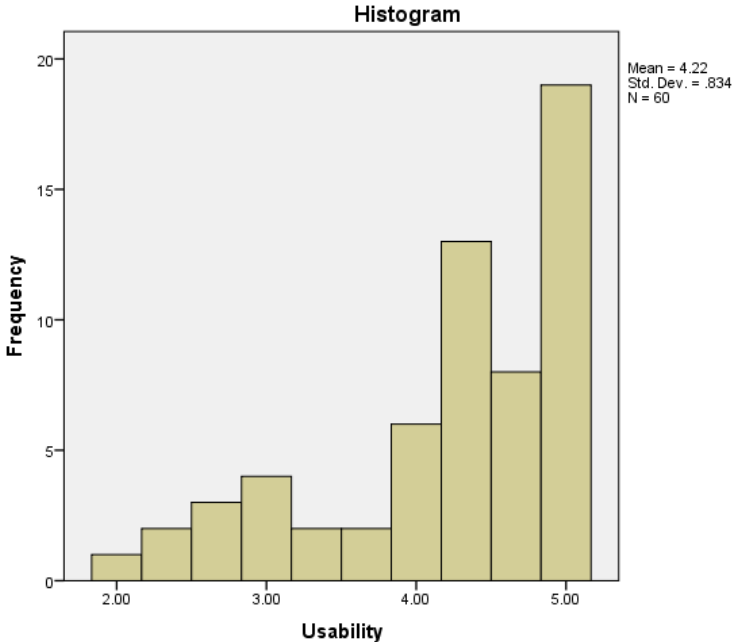
Histogram of Gameplay



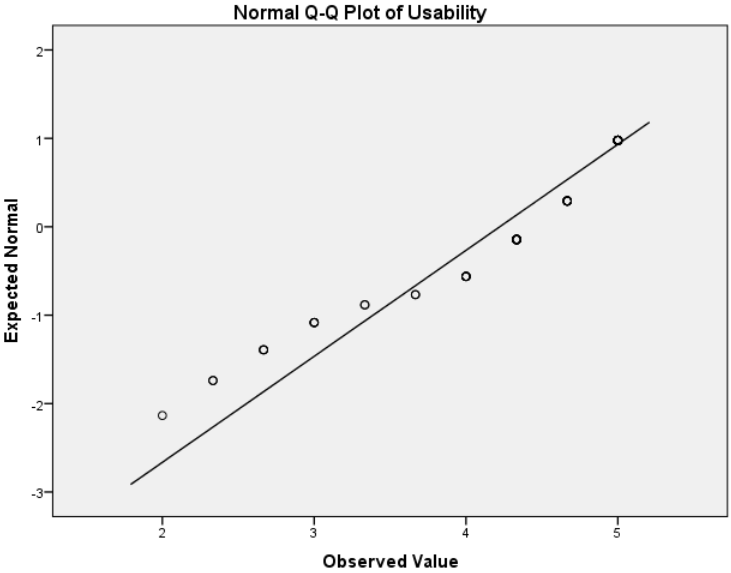
Q-Q Plot of Gameplay



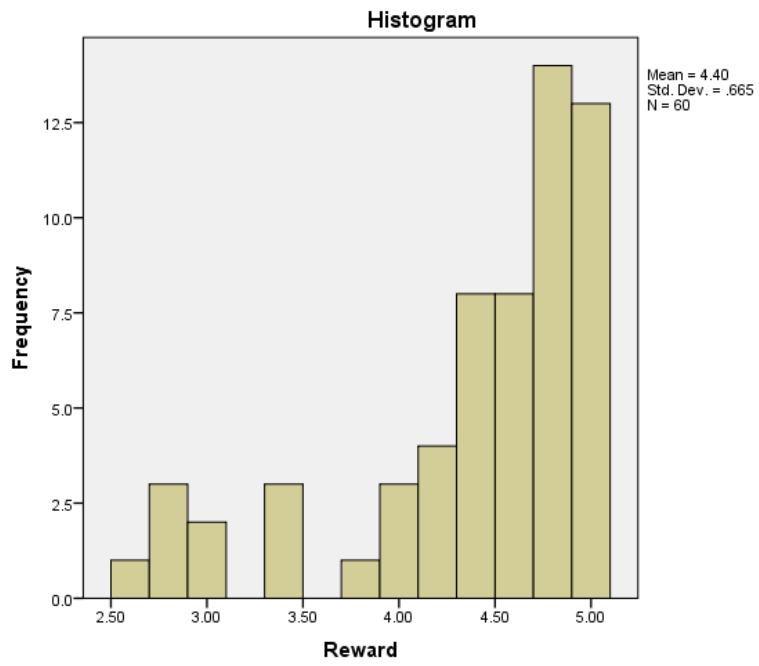
Histogram of Usability



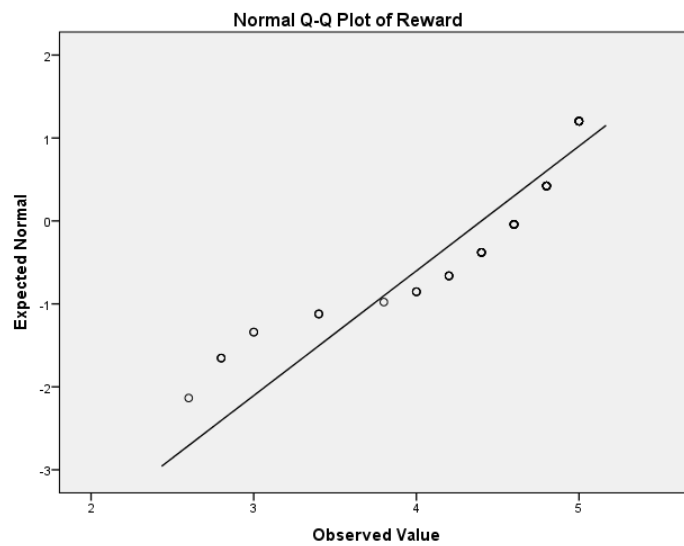
Q-Q Plot of Gameplay



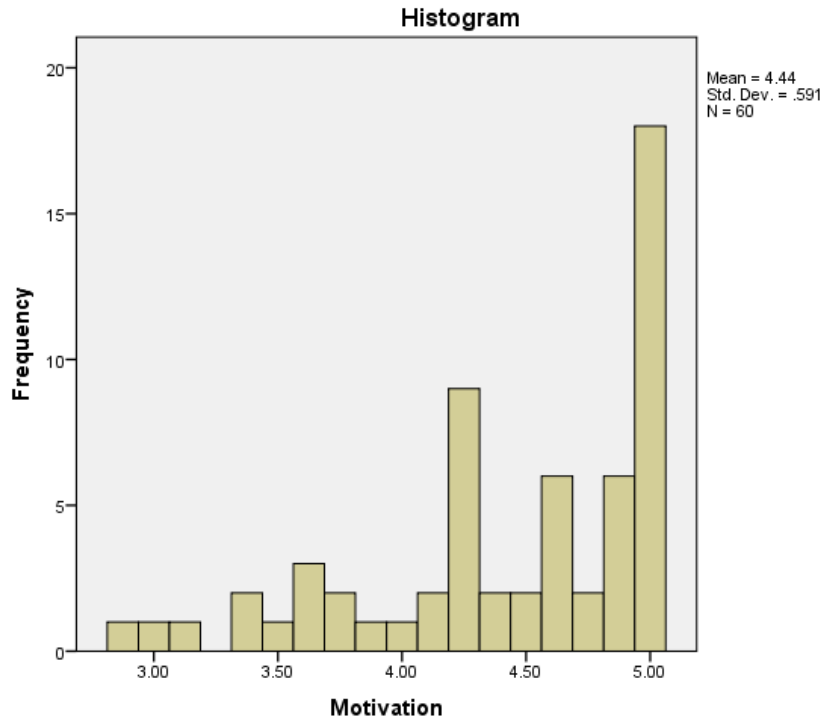
Histogram of Reward



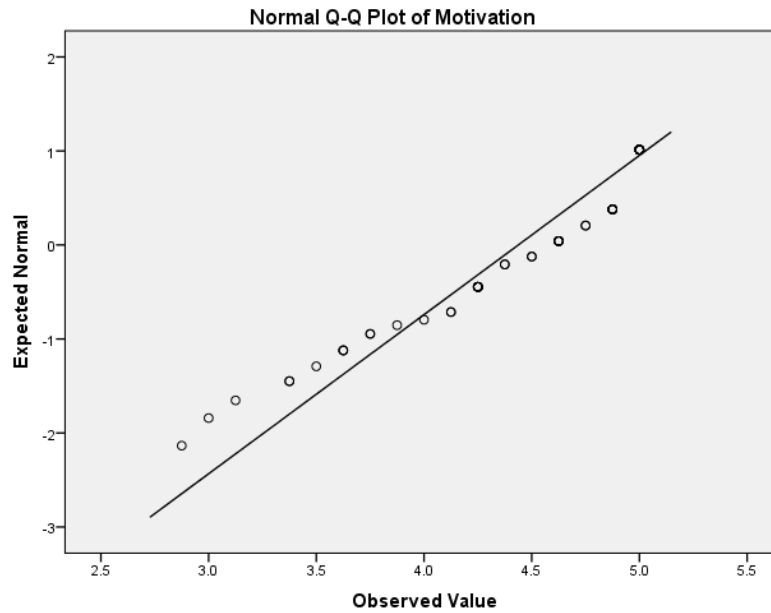
Q-Q Plot of Reward



Histogram of Motivation



Q-Q Plot of Motivation



**APPENDIX K: NORMALITY TEST RESULT FOR TREATMENT GROUP
(PRE TEST)**

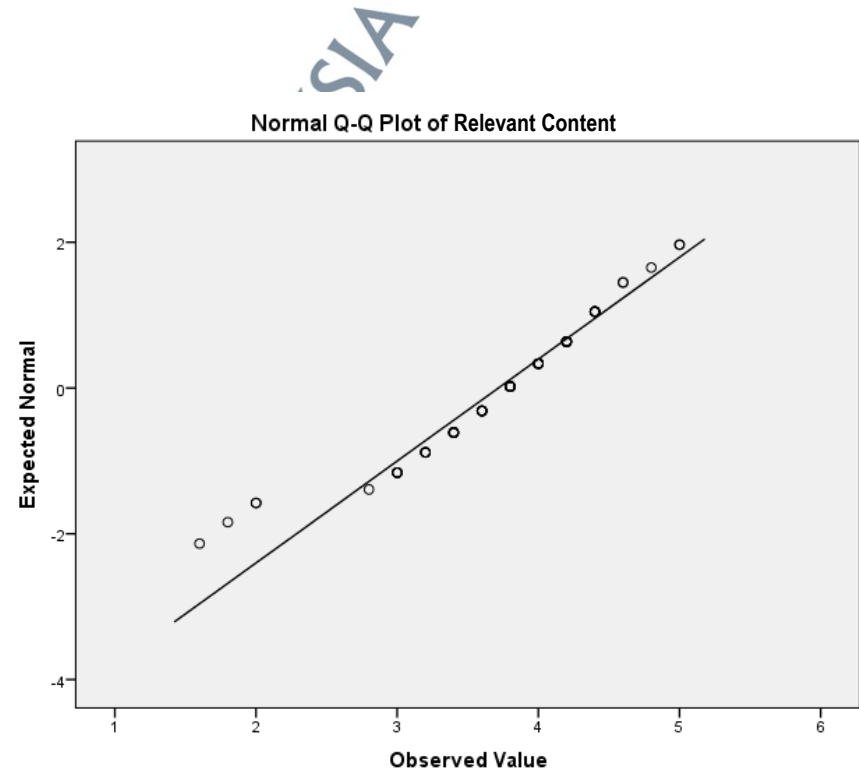
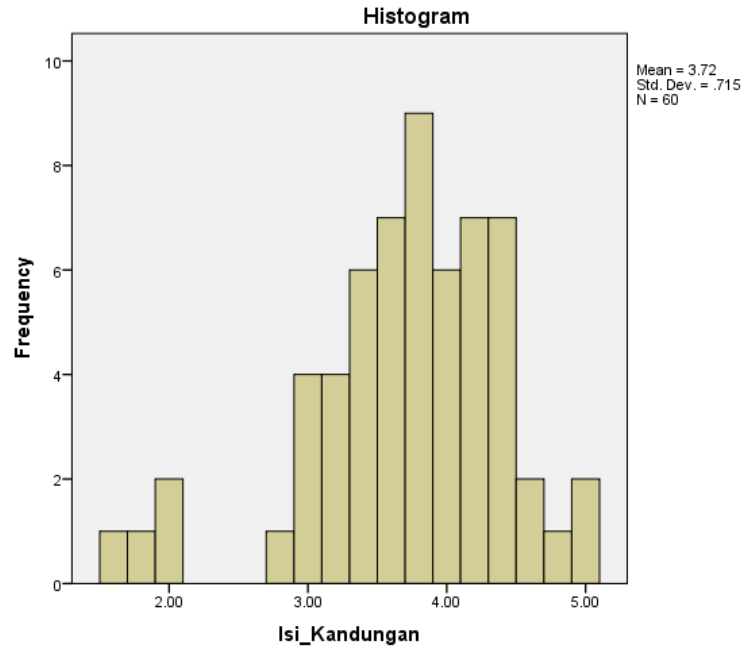
Case Processing Summary

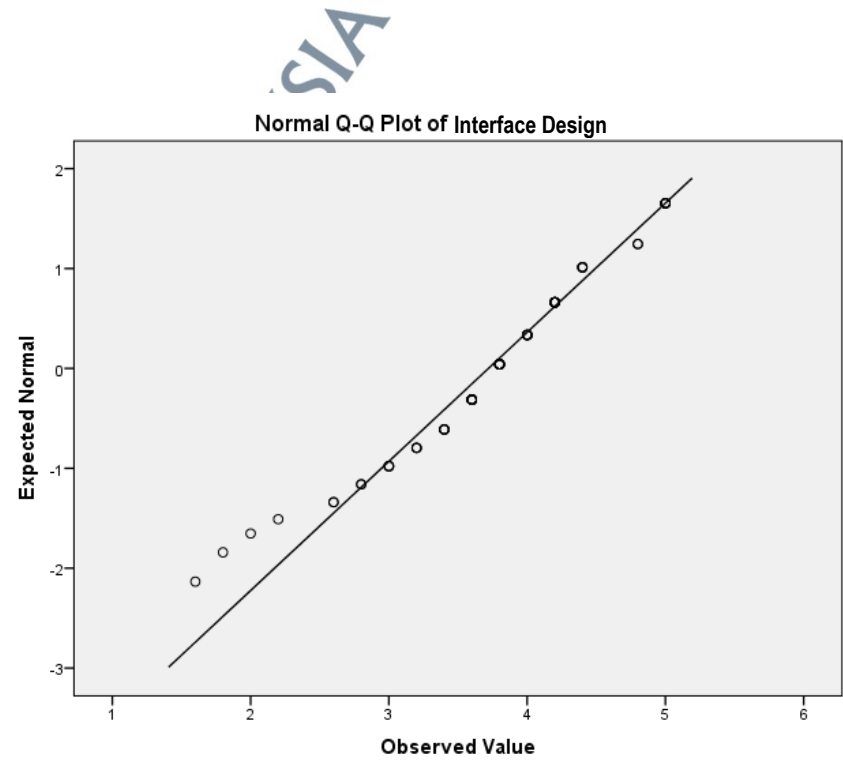
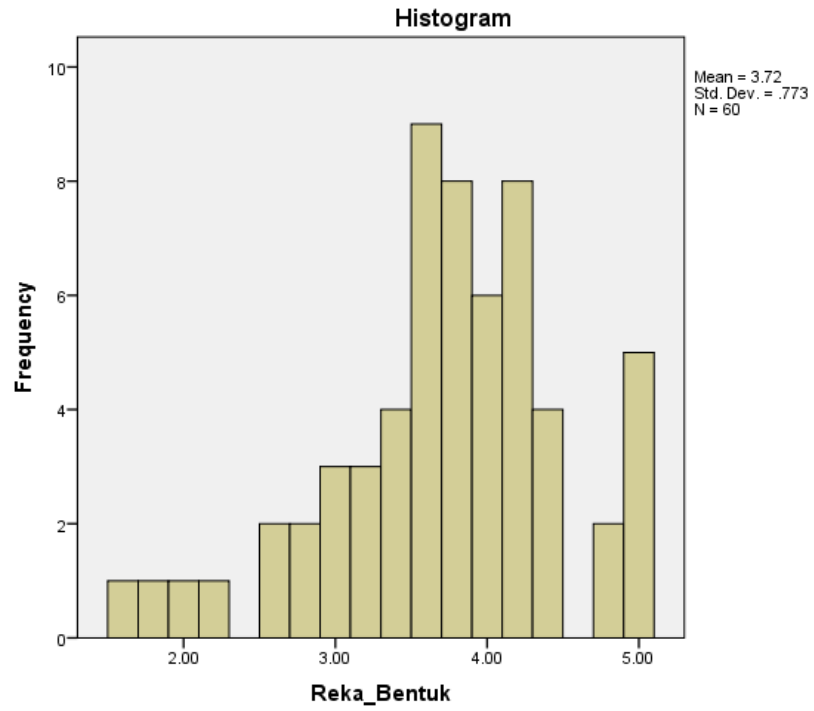
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Isi_Kandungan	60	100.0%	0	0.0%	60	100.0%
Reka_Bentuk	60	100.0%	0	0.0%	60	100.0%
Sokongan_Sistem	60	100.0%	0	0.0%	60	100.0%
Kebolegunaan	60	100.0%	0	0.0%	60	100.0%
Sistem_Ganjaran	60	100.0%	0	0.0%	60	100.0%
Aspek_Kelestarian	60	100.0%	0	0.0%	60	100.0%
Aspek_Motovasi	60	100.0%	0	0.0%	60	100.0%

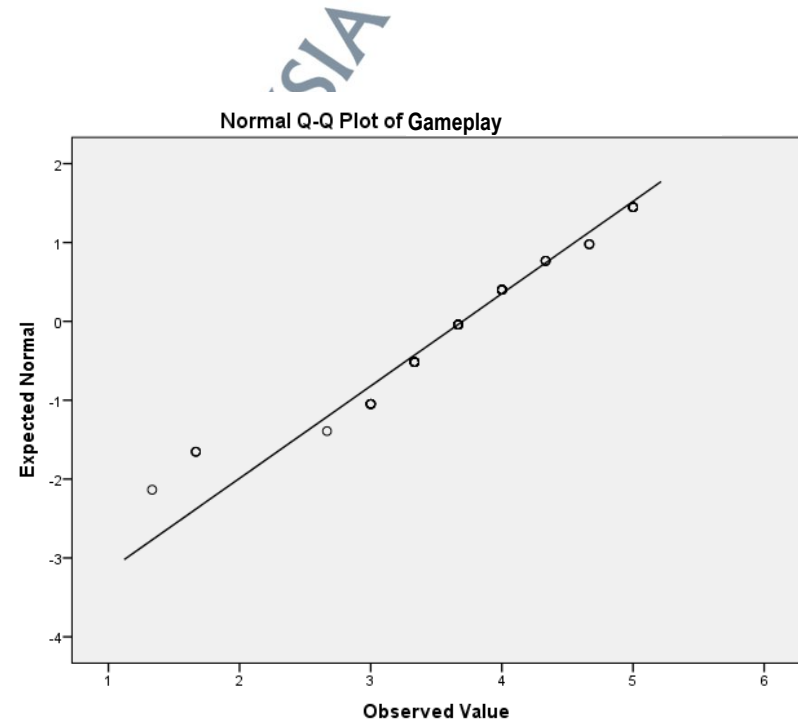
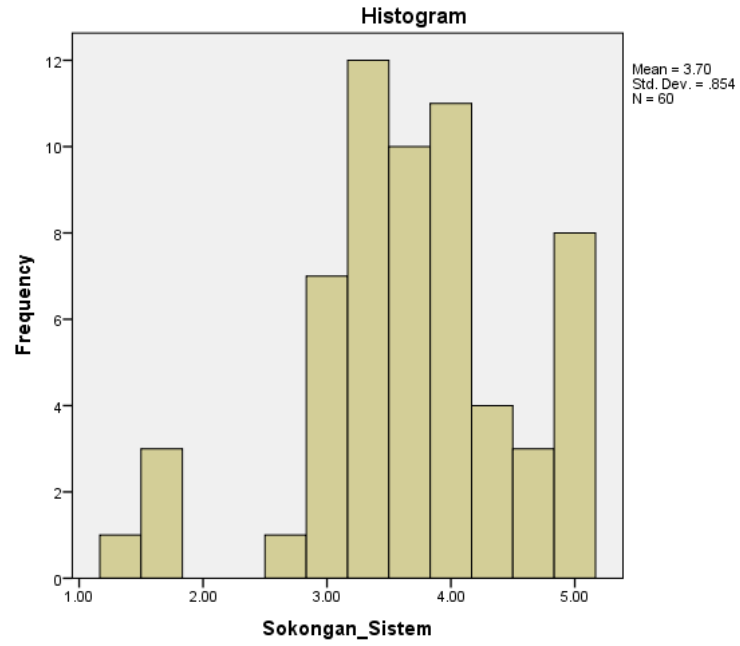
Tests of Normality

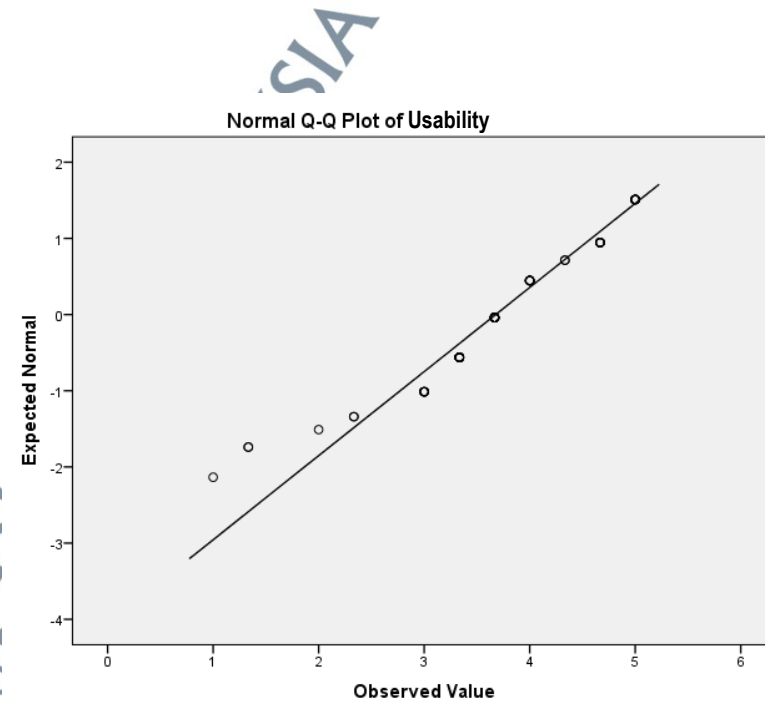
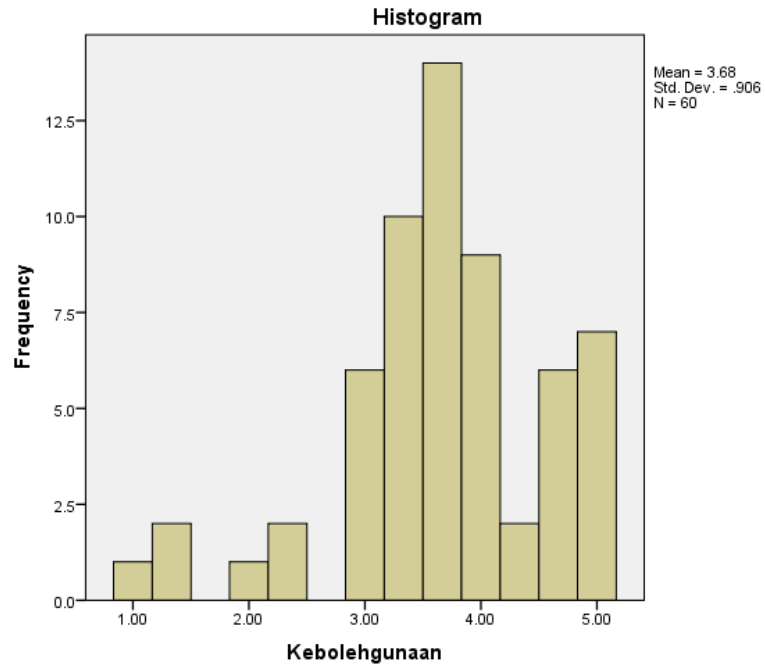
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Isi_Kandungan	.119	60	.035	.933	60	.003
Reka_Bentuk	.138	60	.006	.954	60	.024
Sokongan_Sistem	.134	60	.009	.925	60	.001
Kebolegunaan	.152	60	.001	.917	60	.001
Sistem_Ganjaran	.123	60	.025	.912	60	.000
Aspek_Kelestarian	.143	60	.004	.907	60	.000
Aspek_Motovasi	.125	60	.020	.935	60	.003

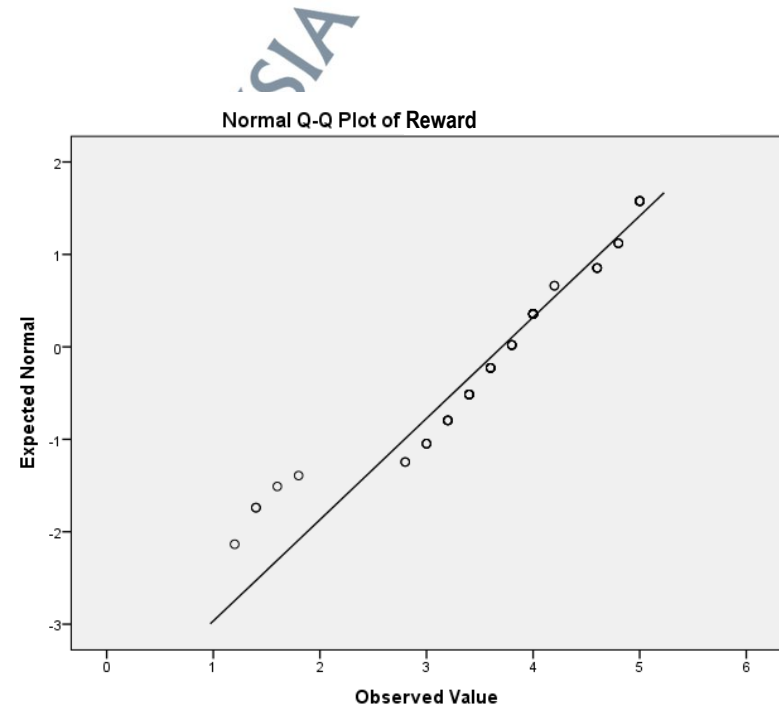
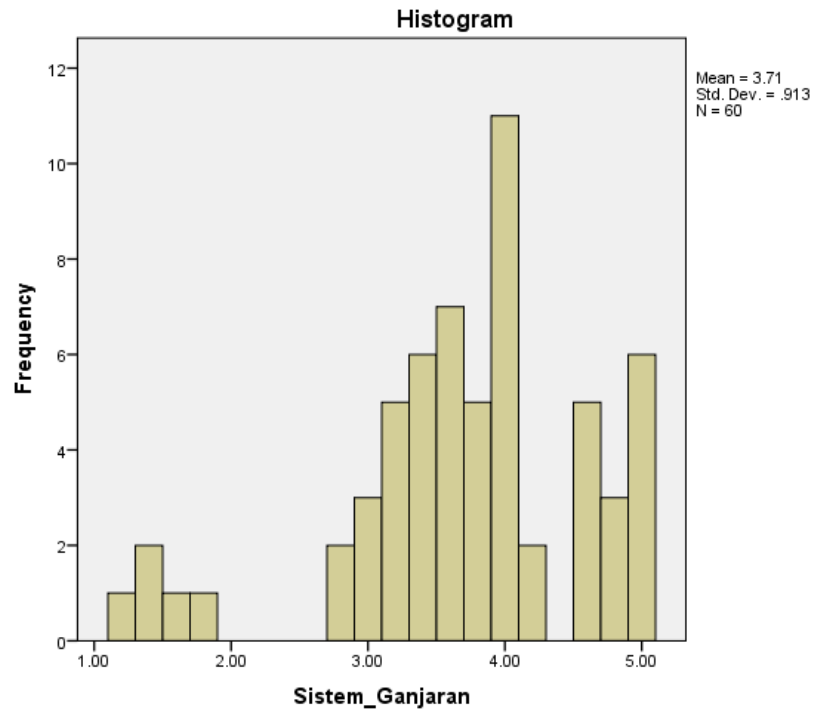
a. Lilliefors Significance Correction

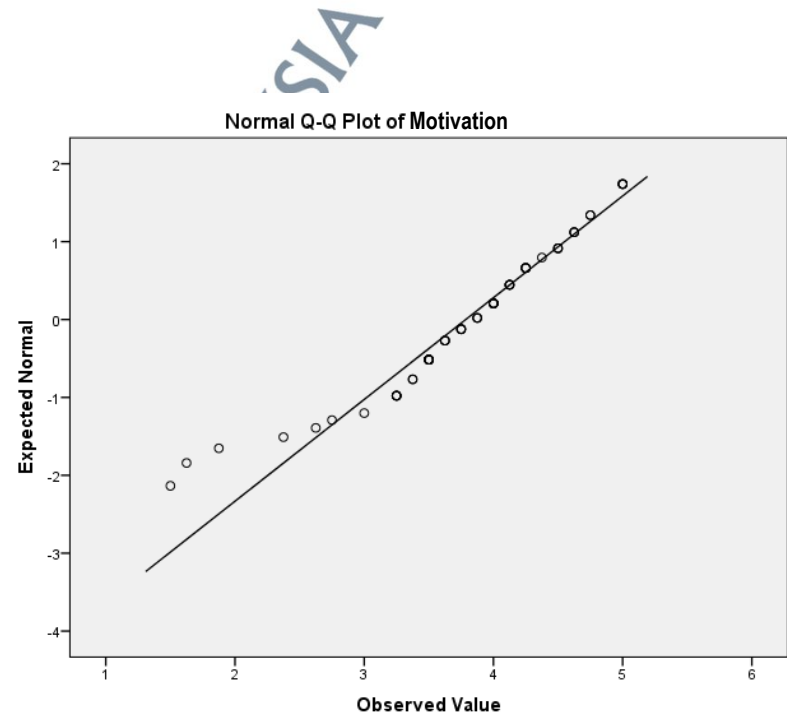
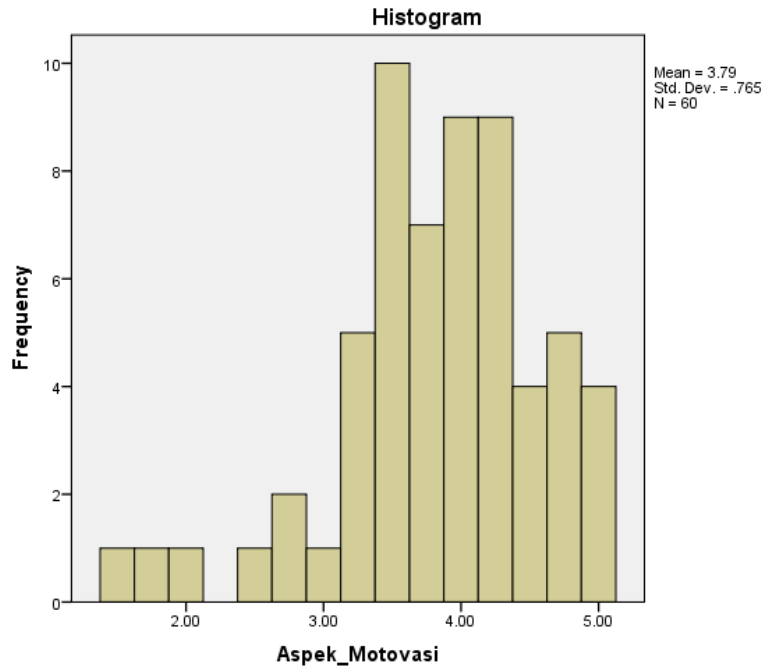












**APPENDIX L: NORMALITY TEST RESULT FOR CONTROL GROUP
(POST TEST)**

Normality Test of Control Group (Post Test)

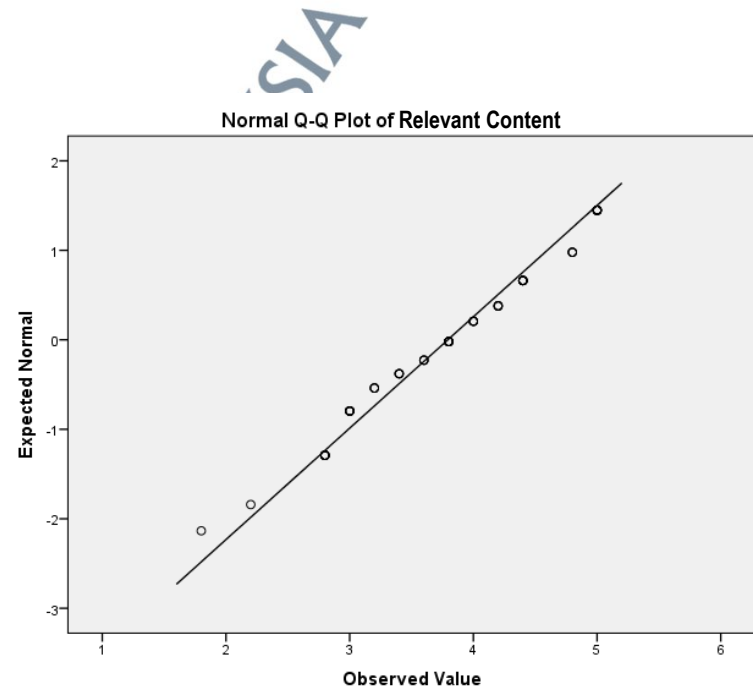
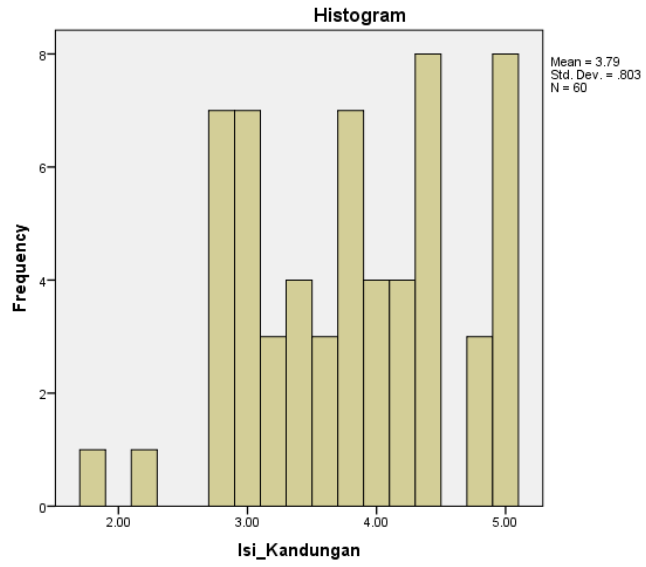
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	60	100.0%	0	0.0%	60	100.0%
	60	100.0%	0	0.0%	60	100.0%
	60	100.0%	0	0.0%	60	100.0%
	60	100.0%	0	0.0%	60	100.0%
	60	100.0%	0	0.0%	60	100.0%
	60	100.0%	0	0.0%	60	100.0%

Tests of Normality

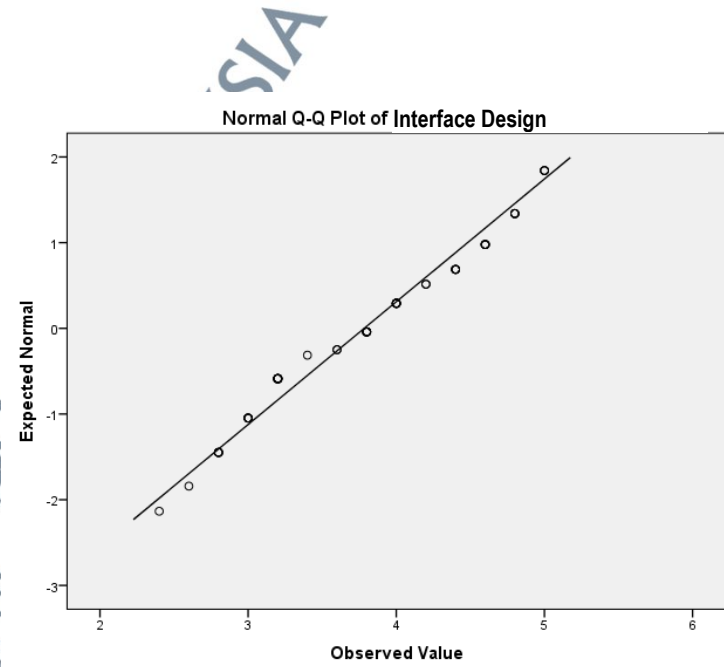
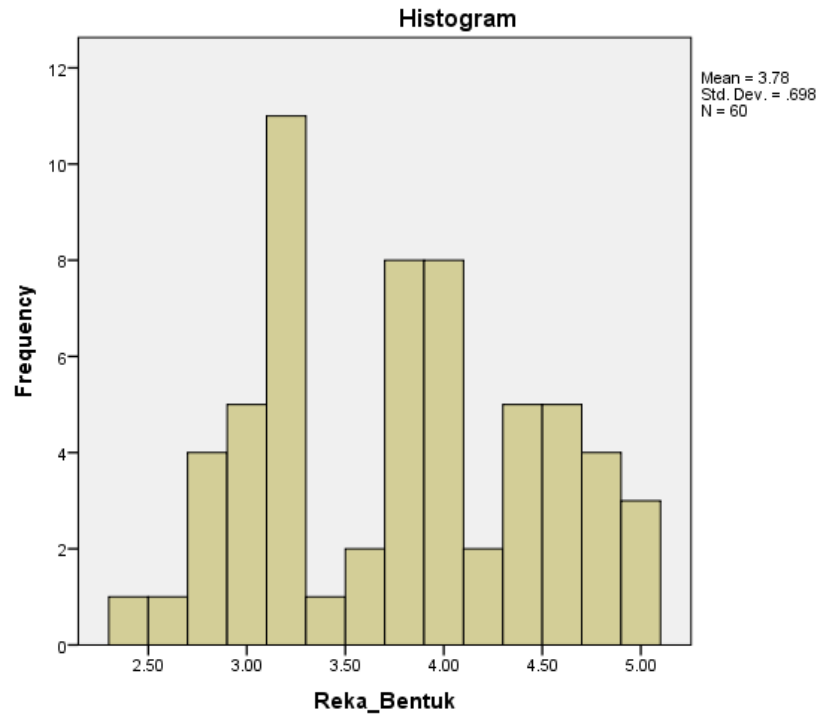
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Relevant Content	.105	60	.098	.951	60	.017
Interface design	.165	60	.000	.953	60	.021
Gameplay	.209	60	.000	.924	60	.001
Usability	.179	60	.000	.899	60	.000
Reward	.117	60	.041	.950	60	.015
Motivation	.147	60	.003	.939	60	.005

a. Lilliefors Significance Correction

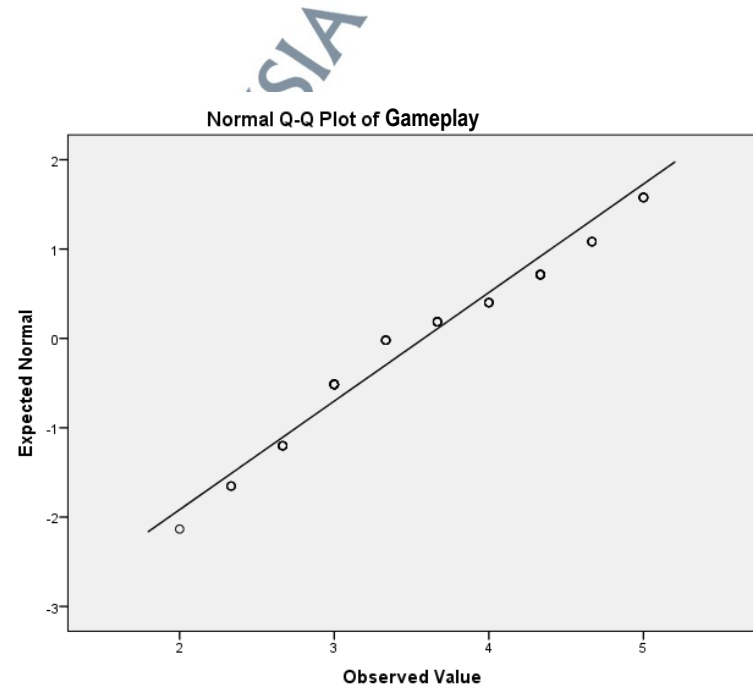
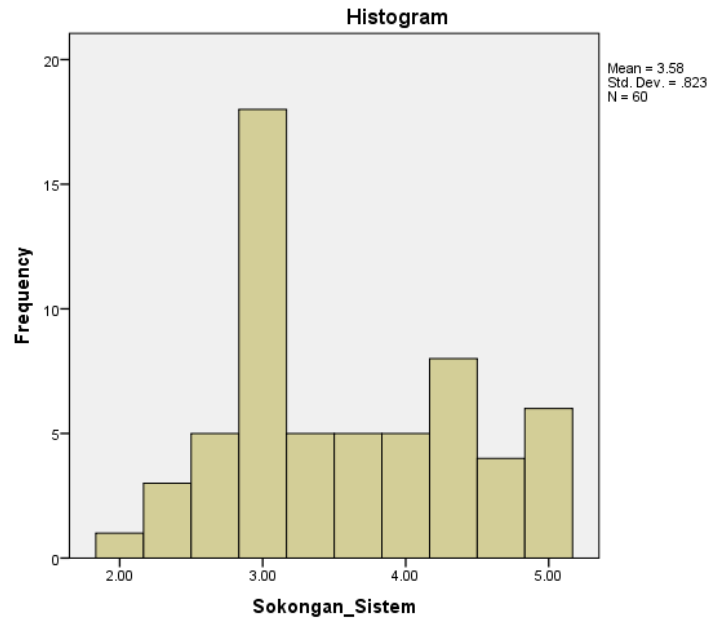


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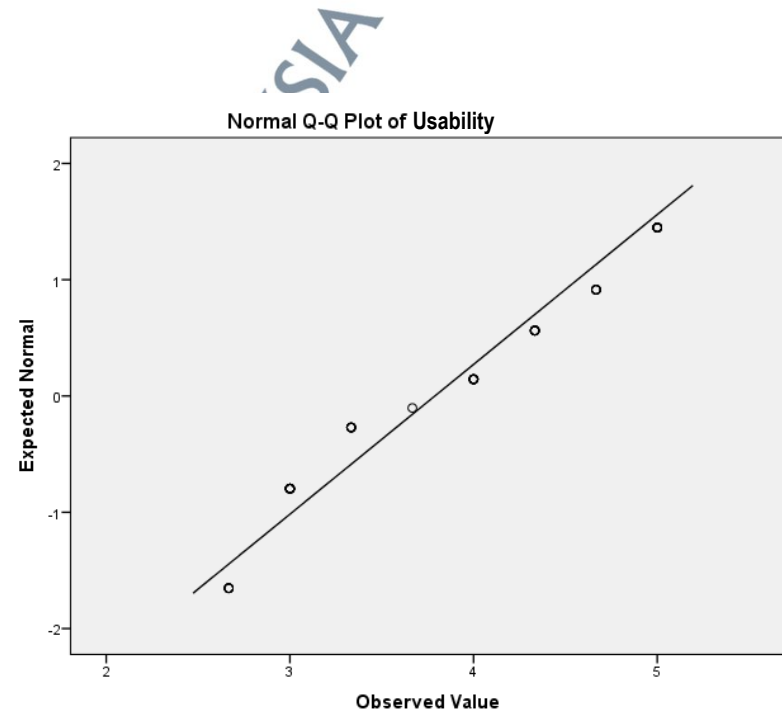
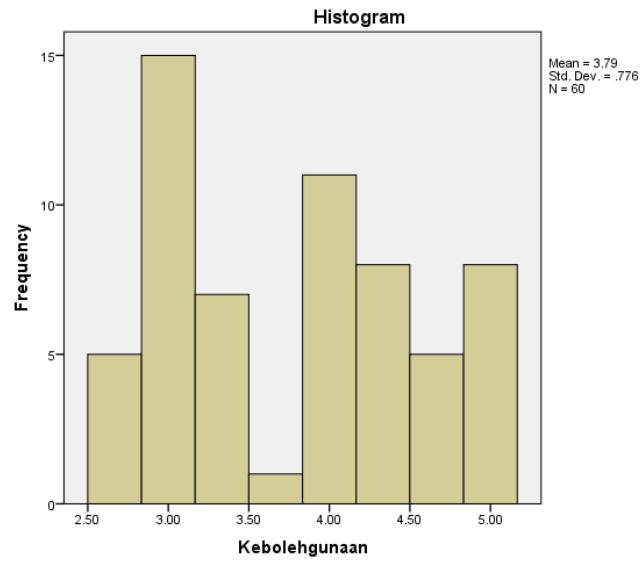
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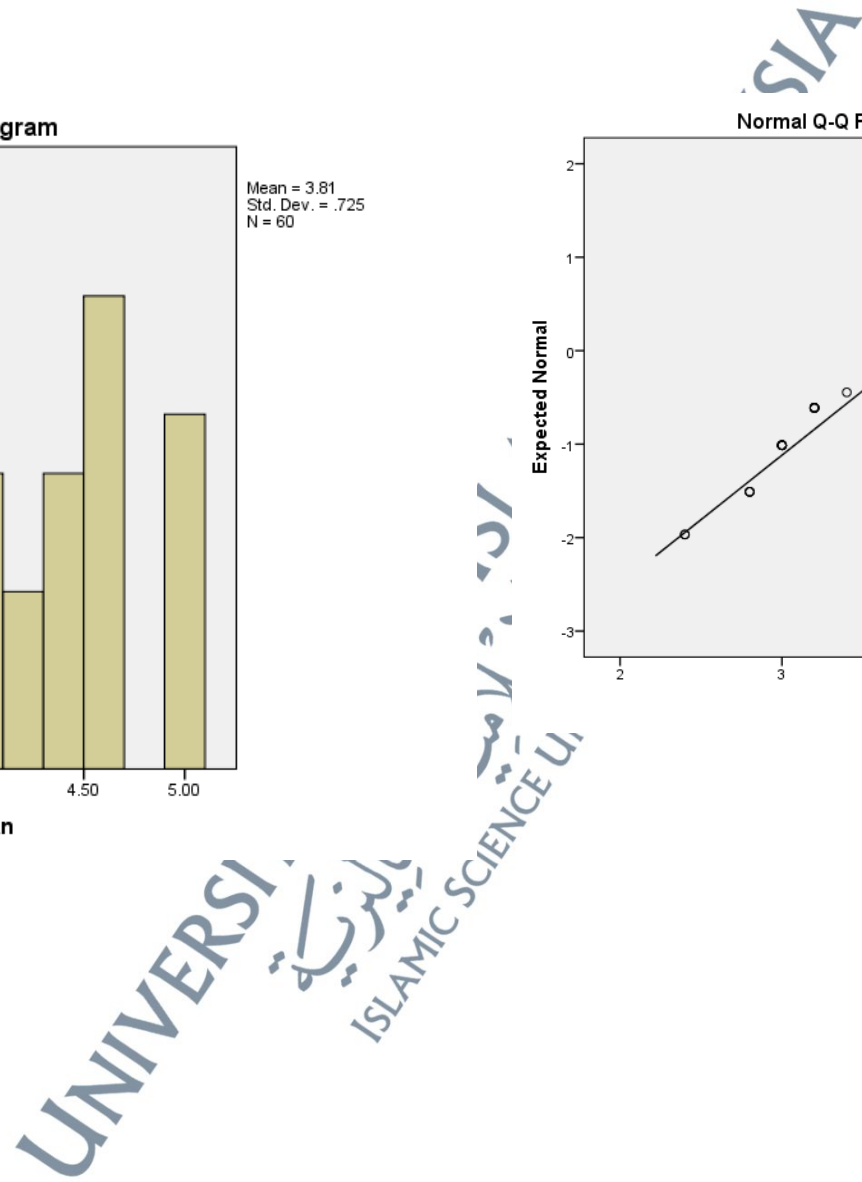
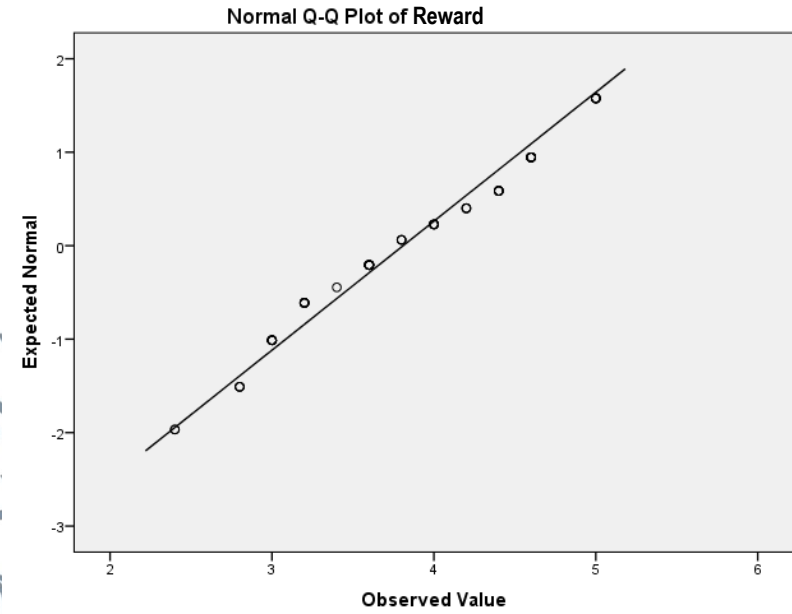
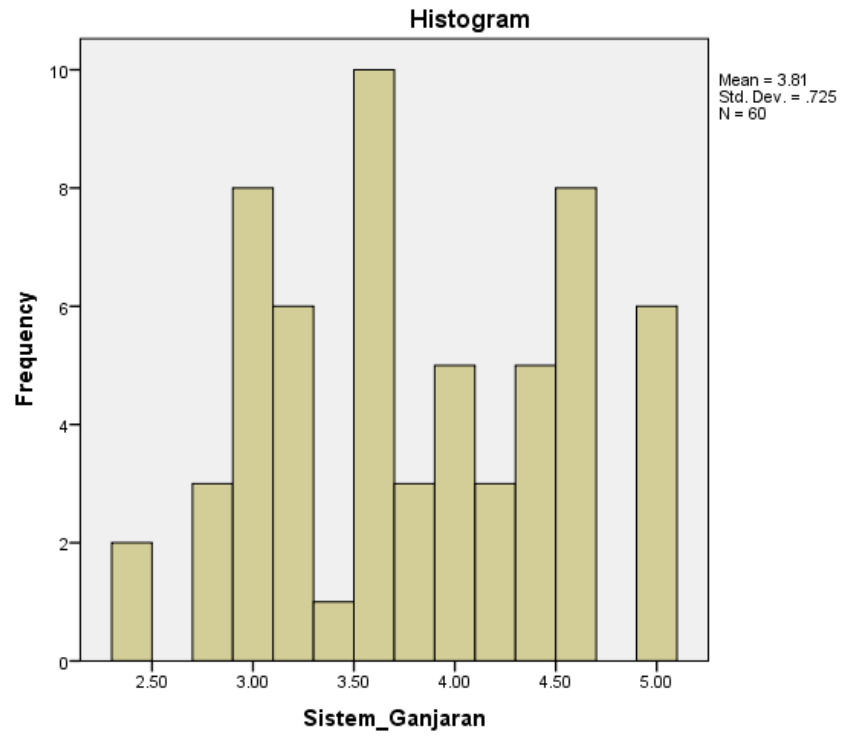


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**APPENDIX M: NORMALITY TEST RESULT FOR CONTROL GROUP
(PRE TEST)**

Normality Test of Control Group for Pre Test

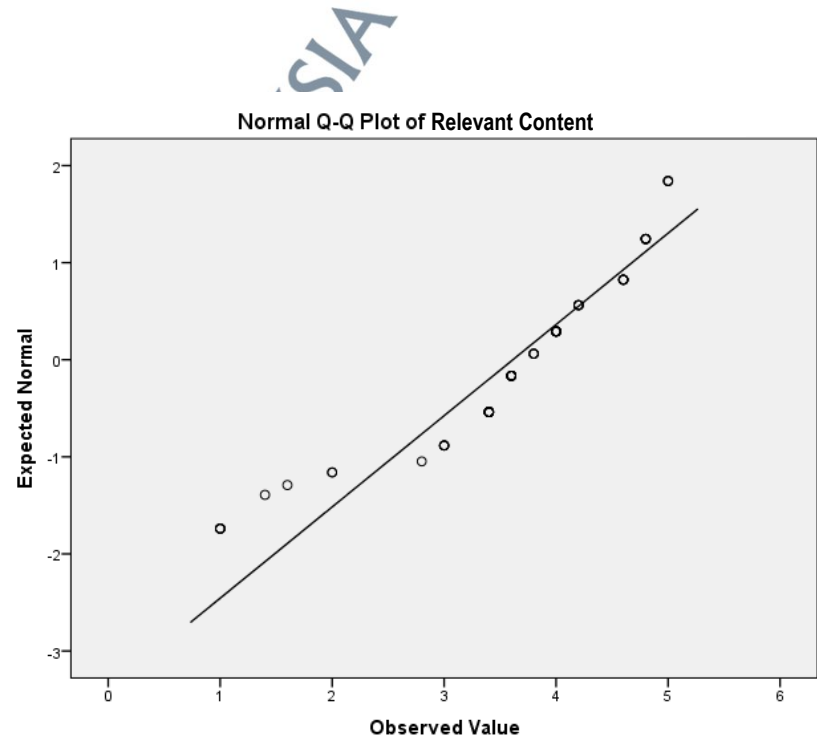
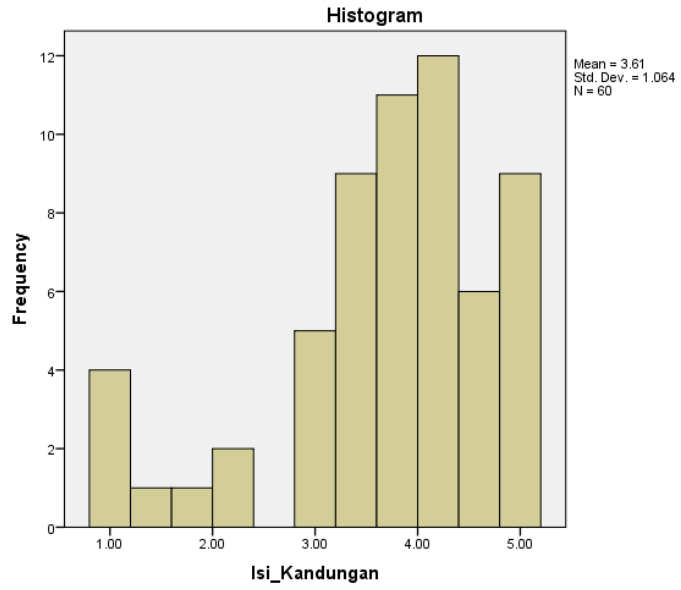
Case Processing Summary

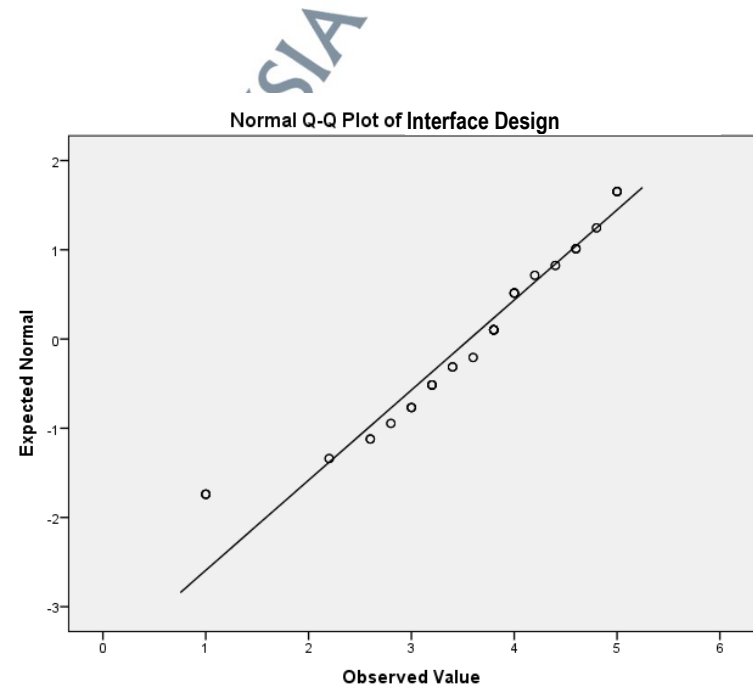
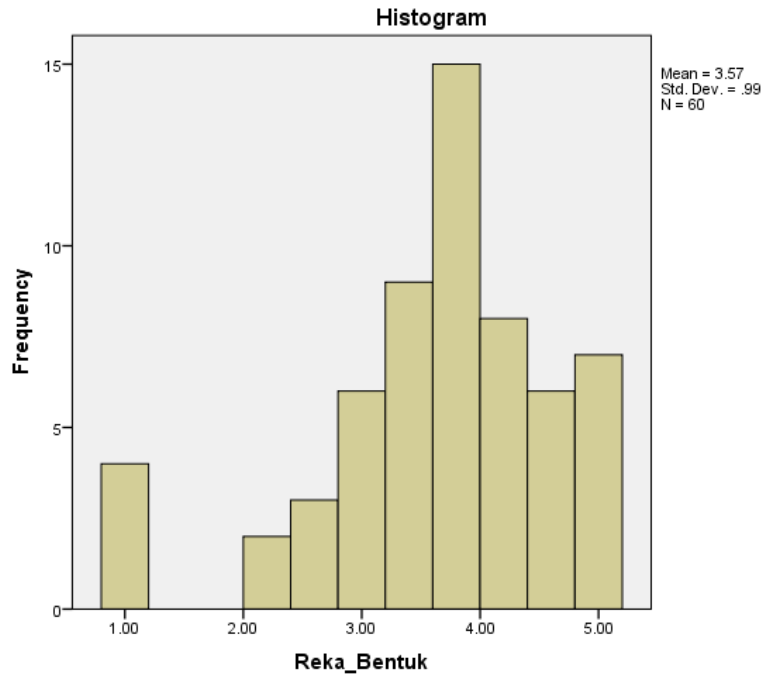
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Isi_Kandungan	60	100.0%	0	0.0%	60	100.0%
Reka_Bentuk	60	100.0%	0	0.0%	60	100.0%
Sokongan_Sistem	60	100.0%	0	0.0%	60	100.0%
Kebolegunaan	60	100.0%	0	0.0%	60	100.0%
Sistem_Ganjaran	60	100.0%	0	0.0%	60	100.0%
Aspek_Kelestarian	60	100.0%	0	0.0%	60	100.0%
Aspek_Motovasi	60	100.0%	0	0.0%	60	100.0%

Tests of Normality

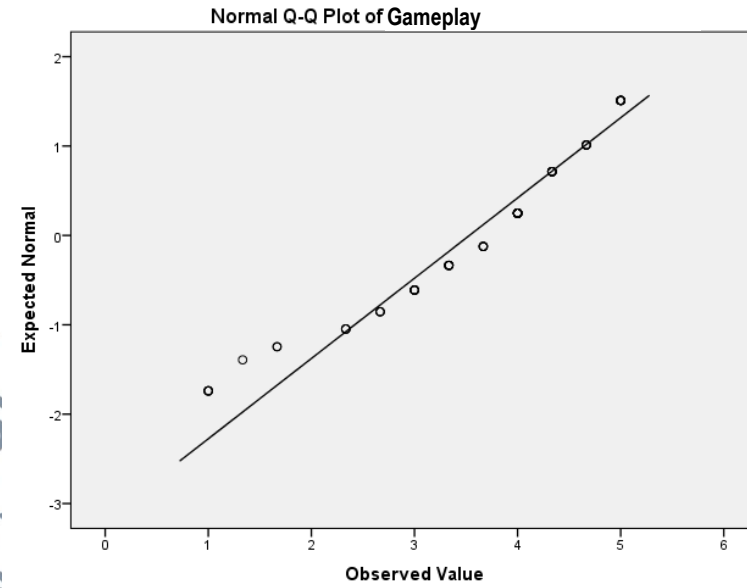
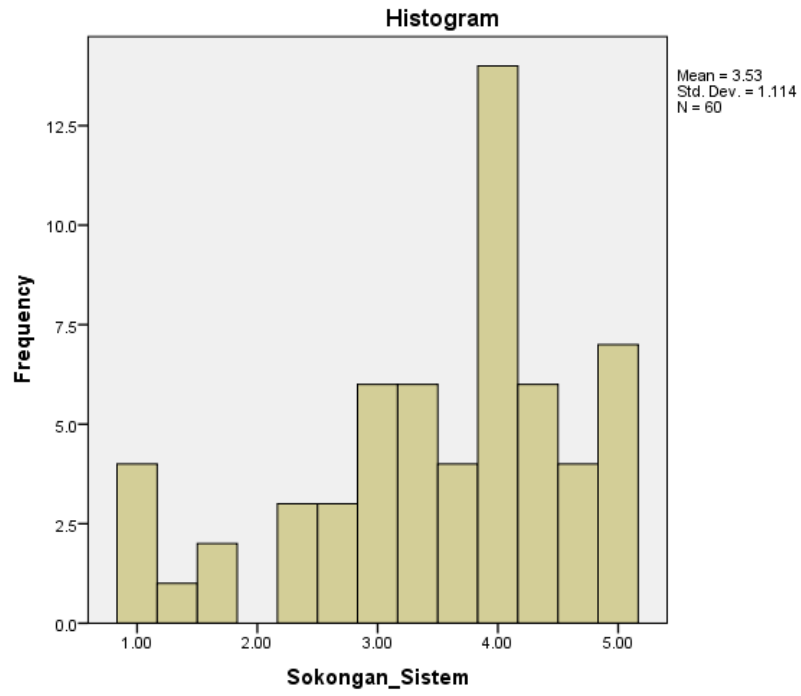
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Isi_Kandungan	.204	60	.000	.879	60	.000
Reka_Bentuk	.160	60	.001	.914	60	.000
Sokongan_Sistem	.179	60	.000	.913	60	.000
Kebolegunaan	.153	60	.001	.935	60	.003
Sistem_Ganjaran	.134	60	.009	.879	60	.000
Aspek_Kelestarian	.138	60	.006	.905	60	.000
Aspek_Motovasi	.103	60	.175	.905	60	.000

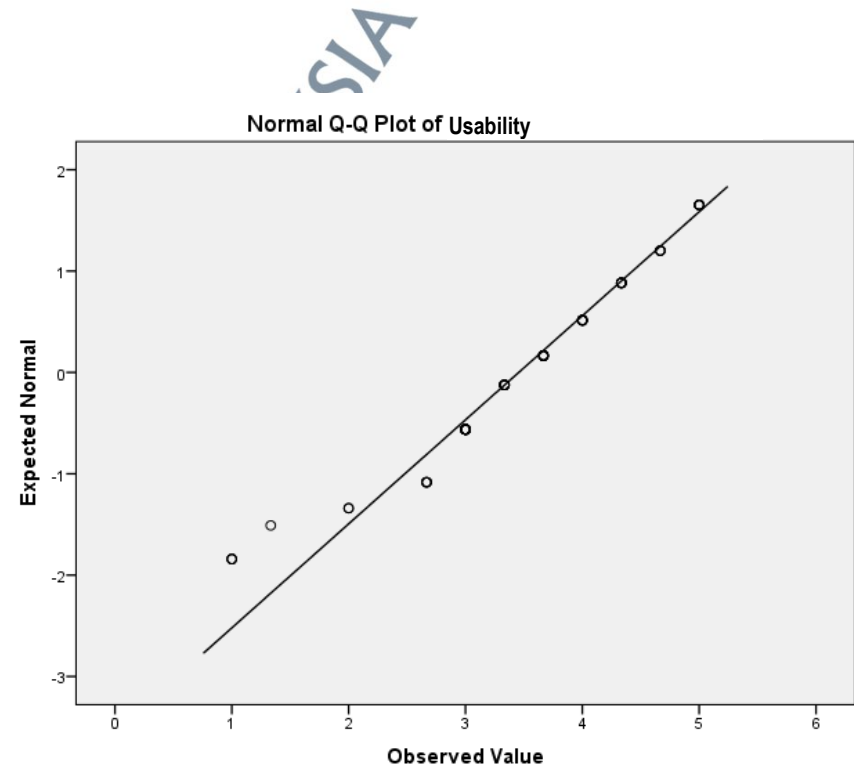
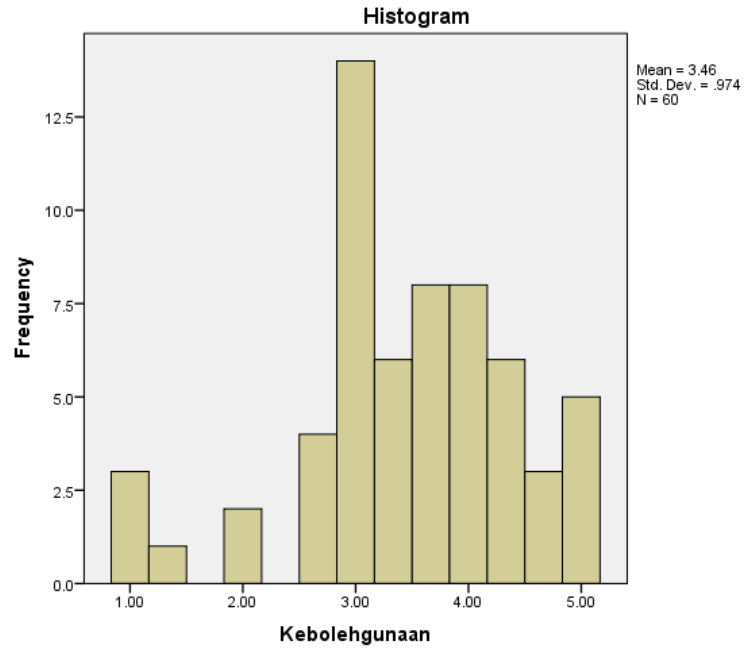
a. Lilliefors Significance Correction

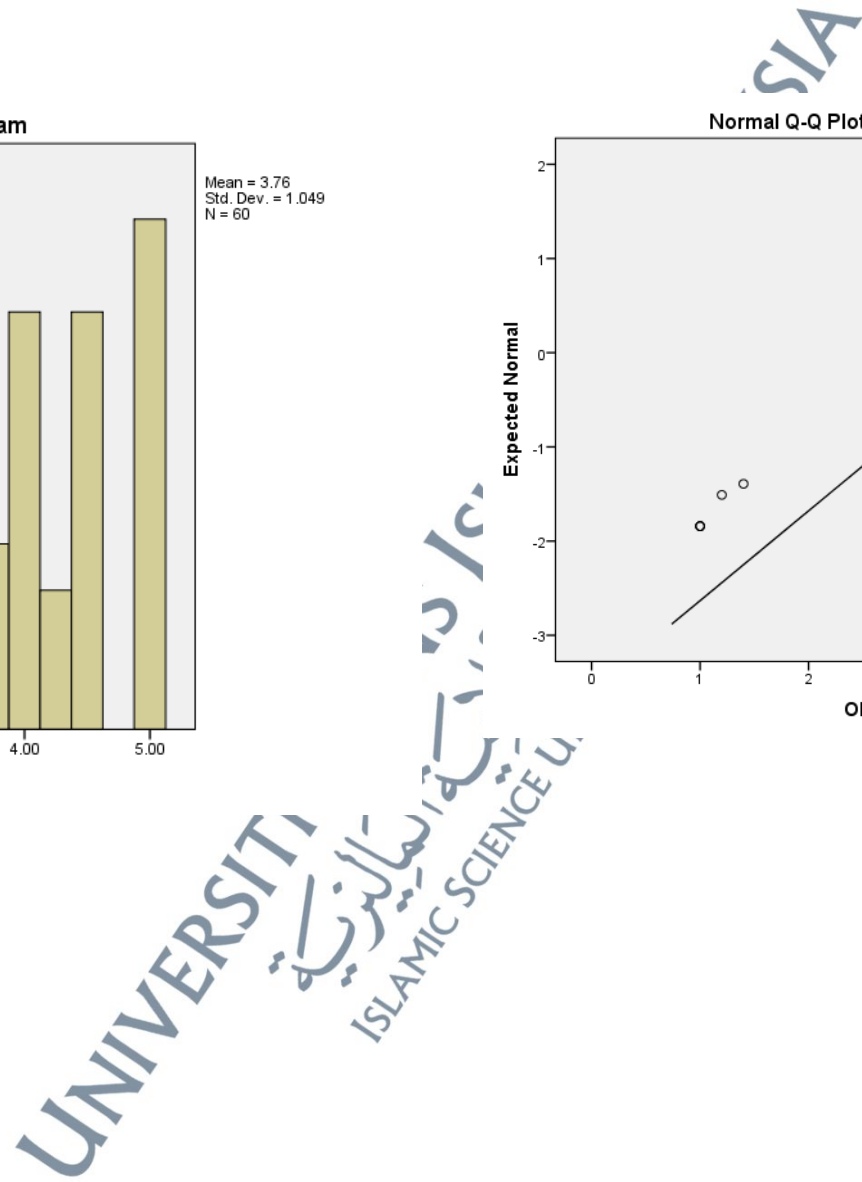
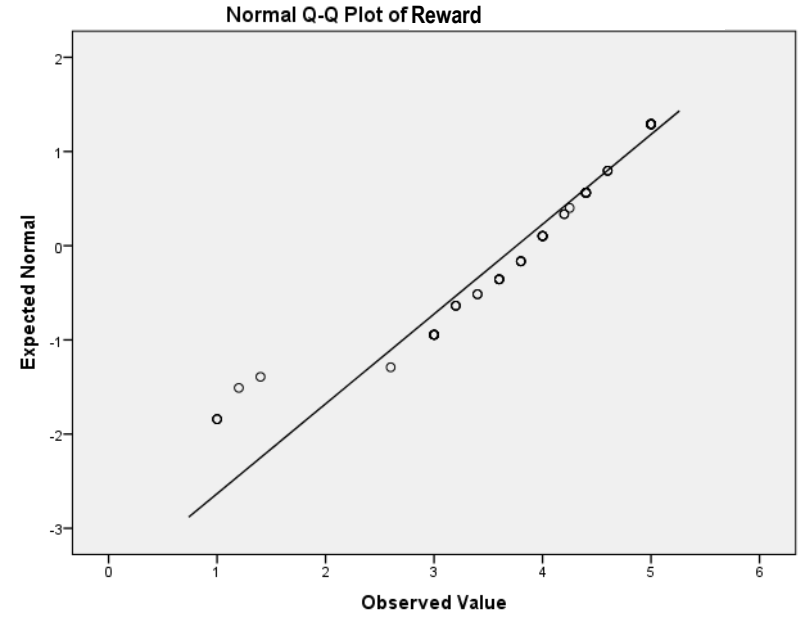
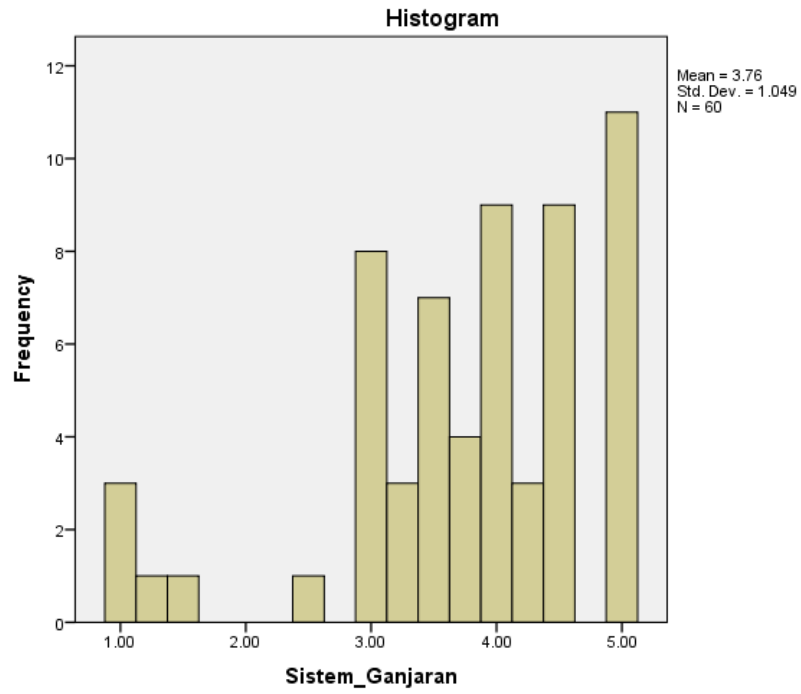


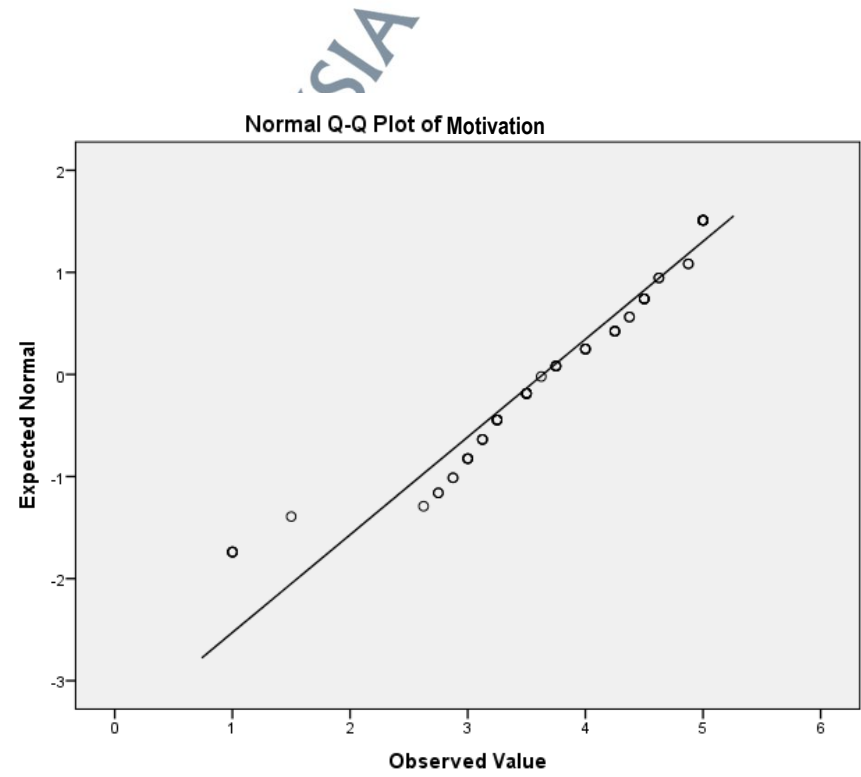
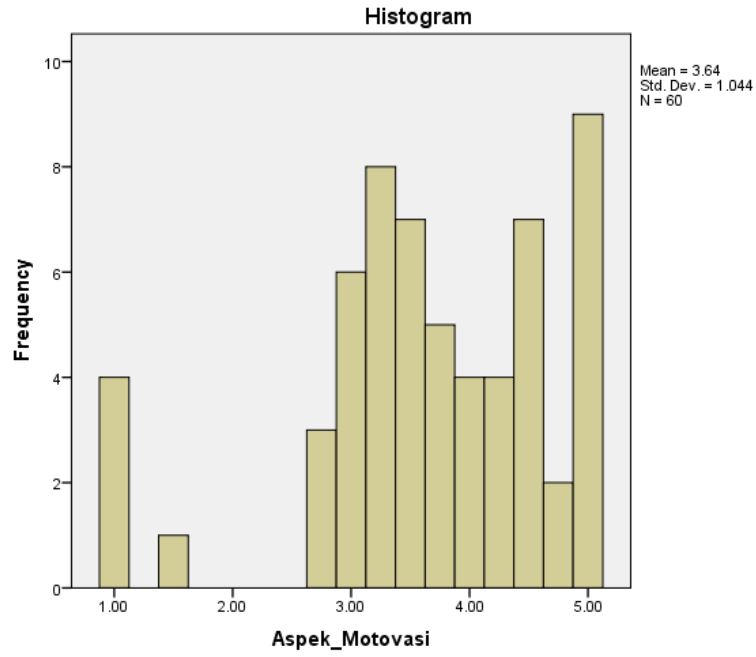


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APPENDIX N: T TEST AND CORRELATION

Hypothesis 1: Result t-Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Achievement	Control	60	75.3333	6.75646	.87225
	Treatment	60	80.7667	11.39189	1.47069

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Achievement	Equal variances assumed	18.762	.000	-3.178	118	.002	-5.43333	1.70990	-8.81939	-2.04727
	Equal variances not assumed			-3.178	95.937	.002	-5.43333	1.70990	-8.82748	-2.03919

Hypothesis 2: Correlation

Descriptive Statistics

	Mean	Std. Deviation	N
Aspek_Kelestarian	4.2669	.71373	60
Pencapaian	80.7667	11.39189	60

Correlations

		Aspek_Kel estarian	Pencapaian
Aspek_Kelestarian	Pearson Correlation	1	.305*
	Sig. (2-tailed)		.018
	N	60	60
Pencapaian	Pearson Correlation	.305*	1
	Sig. (2-tailed)	.018	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

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Correlation: Hypothesis 3

Descriptive Statistics

	Mean	Std. Deviation	N
Achievement	80.7667	11.39189	60
Motivation	4.4375	.59058	60

Correlations

		Pencapaian	Aspek_Motivasi
Pencapaian	Pearson Correlation	1	.310*
	Sig. (2-tailed)		.016
	N	60	60
Aspek_Motivasi	Pearson Correlation	.310*	1
	Sig. (2-tailed)	.016	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).