

APPENDIX A QUESTIONNAIRE

A MIXED METHODS STUDY ON THE USE OF INTERACTIVE MULTIMEDIA DEVICE IN ISLAMIC EDUCATION: STUDENTS' PERCEPTIONS, COMPETENCIES AND PARTICIPATION

Assalamualaikum Wr.Wb,

This questionnaire enquires about the use of interactive multimedia device in Islamic Education. The responses from the questionnaire will be used purely for research. I ask for your assistance to provide your identity and answer all the questions. I hope the answers truly reflect how you feel, think, and experience. All information that you provide is confidential and does not affect your academic performance. I thank you for your cooperation.

Researcher,

Nunu Mahnun

UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Respondent Identity

Name :
 Gender : 1. Male 2. Female
 Age : old
 Class/Grade:

STUDENT PERCEPTION

Survey Scale:
 1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5=Strongly agree

No	Indicator	Item	Score				
			1	2	3	4	5
1	Perceived ease of use	I find it easy to learn the al-Quran materials of Islamic religious education using interactive multimedia.	1	2	3	4	5
		I find it easy to learn the Islamic history materials of Islamic religious education using interactive multimedia.	1	2	3	4	5
		I find it easy to learn the ethics (<i>akhlaq</i>) materials of Islamic religious education using interactive multimedia.	1	2	3	4	5
		I find it easy to learn the <i>fiqh</i> materials of Islamic religious education using interactive multimedia.	1	2	3	4	5
		I find it easy to access, read, and understand Islamic religious education materials using interactive multimedia.	1	2	3	4	5
		Overall, learning Islamic religious education using multimedia makes my learning easier.	1	2	3	4	5
7	Perceived usefulness	Using interactive multimedia application to learn PAI can increase my learning activity.	1	2	3	4	5
		Learning PAI with interactive multimedia application allows me to finish my assignment quicker.	1	2	3	4	5
		Using interactive multimedia application to learn PAI can increase my learning productivity.	1	2	3	4	5

10		Using interactive multimedia application to learn PAI makes it easier for me to do my homework.	1	2	3	4	5
11		Overall, I think interactive multimedia application to learn PAI is beneficial.	1	2	3	4	5
12	Attitude towards interactive multimedia	I feel that learning Islamic religious education using interactive-multimedia-based application is fun.	1	2	3	4	5
13		I feel that learning Islamic religious education using interactive-multimedia-based application is interesting.	1	2	3	4	5
14		I feel that learning Islamic religious education using interactive-multimedia-based application is effective.	1	2	3	4	5
15		I feel that learning Islamic religious education using interactive multimedia application can add broader and deeper knowledge and insights.	1	2	3	4	5
16	Intention to use interactive multimedia	I like to learn PAI using interactive multimedia application.	1	2	3	4	5
17		If possible, I intend to use interactive-multimedia-based application in all my learning.	1	2	3	4	5
18		I will learn PAI using interactive-multimedia-based application not only in class.	1	2	3	4	5
19		Wherever possible, I will use interactive-multimedia-based application, whether for schoolwork or non-schoolwork.	1	2	3	4	5
20		I think that schools should implement interactive-multimedia-based application in learning PAI.	1	2	3	4	5

INTERACTIVE MULTIMEDIA

Survey Scale:

1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5=Strongly agree

No	Indicator	Item	Score				
			1	2	3	4	5
1	Motivation	I find learning PAI using interactive multimedia interesting and engaging	1	2	3	4	5
		From the start, I was using interactive multimedia for learning	1	2	3	4	5
		From the start, the objectives of interactive multimedia were clear	1	2	3	4	5
		I know better about the subject after using interactive multimedia	1	2	3	4	5
5	Content	Generally, there was just the right amount of information on each screen	1	2	3	4	5
		Generally, Important information or key concepts were easy to identify	1	2	3	4	5
		Generally, the content was clear and logically organised	1	2	3	4	5
8	Navigation & GUI	I found it easy to locate pieces of information I had previously used	1	2	3	4	5
		I found the interface to be clear, structured, and appealing	1	2	3	4	5
		I always knew where to go next	1	2	3	4	5
		I found it easy to navigate my way around the module through the buttons	1	2	3	4	5
		The buttons and links were easy to understand	1	2	3	4	5
13		I found it easy to return to the module from an outside link	1	2	3	4	5

14	Multimedia and Interactive	The module provided responses that were meaningful to me	1	2	3	4	5
15		Multimedia increase my motivation to learn better interactively	1	2	3	4	5
16		I found the graphics and multimedia useful in visualizing the concept	1	2	3	4	5
17	Web Features	I found the chat access to my teacher to be helpful whenever I needed assistance	1	2	3	4	5
18		I found the e-mails and chat effective and convenient for learning	1	2	3	4	5
19		Information from the outside link reinforced my knowledge of the subject	1	2	3	4	5

STUDENTS' PARTICIPATION

Survey Scale:
 1= Strongly disagree 2= Disagree 3= Neutral
 4= Agree 5=Strongly agree

No	Indicator	Item	Score				
			1	2	3	4	5
1	Ability/ Skill Emotional	I am able to or skilled at listening well to explanations of Islamic religious education materials on interactive multimedia application.	1	2	3	4	5
		I am able to or skilled at reading well all Islamic religious education materials on interactive multimedia application.	1	2	3	4	5
		I am able to or skilled at understanding well Islamic religious education materials on interactive multimedia application.	1	2	3	4	5
		I am able to or skilled at doing assignments and exercises on Islamic religious education on interactive multimedia application.	1	2	3	4	5
		Overall, I am able to or skilled at learning Islamic religious education materials well.	1	2	3	4	5
2	Emotional Participation	I really focus when learning Islamic religious education using interactive multimedia application.	1	2	3	4	5
		I really pay attention to the materials of Islamic religious education from the start to the end using interactive multimedia application.	1	2	3	4	5
		I try to understand all Islamic religious education materials using interactive multimedia application.	1	2	3	4	5
		I try to apply the materials of Islamic religious education in my life.	1	2	3	4	5
		I really study the materials of Islamic religious education using interactive multimedia application.	1	2	3	4	5
		I actively propose thoughts and ideas in group discussions with the instructor and other students.	1	2	3	4	5

12	Participation	I actively ask questions in group discussions when learning Islamic religious education using interactive multimedia application.	1	2	3	4	5
13		I actively answer in group discussions when learning Islamic religious education using interactive multimedia application.	1	2	3	4	5
14		I actively present group discussion results when learning Islamic religious education using interactive multimedia application.	1	2	3	4	5
15		I usually stand in front of the class to respond to questions when asked by the teacher.	1	2	3	4	5
16		I always do the assignments and exercises given by the teacher on time.	1	2	3	4	5
17		Overall, I am actively involved in learning Islamic religious education using interactive multimedia application.	1	2	3	4	5
18	Performance	I obtain an excellent grade in Islamic religious education.	1	2	3	4	5
19		I always do well on exams/quizzes.	1	2	3	4	5

APPENDIX B
INTERVIEW PROTOCOL

Interview Protocol
Project: The Use of Interactive Multimedia iPad In Islamic Education: Students' Perceptions And Competencies
Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Position of Interviewee:
<i>Describe the project, telling the interviewee about the a) purpose of the study, b) individuals & sources of data being collected, c) what will be done with the data to protect the confidentiality of the interviewee, and d) how long the interview will take. Have the interviewee read and sign the consent form. Turn on the tape recorder & test it.</i>
<i>Lead In: Could you please introduce yourself a little - your name, age, grade / class.</i>
Questions:
<p>Part 1. General information about the school</p> <ol style="list-style-type: none"> 1. What advantages does this school have over other schools? 2. What are some aspects that should be improved?
<p>Part 2. Student's profile</p> <ol style="list-style-type: none"> 3. Which primary school did you come from? 4. How is your academic achievement here? 5. Why do you go to school here? 6. Do you like the learning system in this school? 7. In your opinion, what are the student behaviors that conflict with religious values here?
<p>Part 3. Perceived ease of use</p> <ol style="list-style-type: none"> 8. How easy is it to operate the interactive multimedia iPad during learning?

9. How flexible is the interactive multimedia-based application?
10. How is the connectivity of the interactive multimedia-based application?
11. How is the quality of the system when used outside of class hours (at home or elsewhere)?
12. Is it easier to do quizzes or assignments online or offline? Why?
13. Which is faster: online or offline evaluations? Why?
14. What do you think about the use of interactive multimedia iPad in PAI?
15. Does the use of interactive multimedia iPad make it easier to understand PAI? Why?

Part 4 Perceived usefulness

16. In your opinion, can the use of interactive multimedia iPad in learning increase your learning activity or your performance? Why?
17. What do you do when using interactive multimedia-based application?
18. What benefits do you get from using interactive multimedia-based application?
19. What benefits do you get from the integration of texts, images, sounds, videos, and animations in interactive multimedia to learn PAI?
20. Does the system often have errors or problems?
21. Can interactive multimedia iPad be used in PAI learning? Why?

Part 5 Attitude towards interactive multimedia-based application

22. Do you like the use of interactive multimedia iPad in PAI learning? Why?
23. How about the display of the interactive multimedia-based application?
24. Is the use of interactive multimedia iPad to learn PAI boring and tedious? Why?
25. What things do you like about interactive multimedia-based application?

Part 6 Student's intention to use interactive multimedia

26. How often do you use interactive multimedia iPad to learn outside the classroom?
27. When and where do you use interactive multimedia-based application?
28. Should the use of interactive multimedia iPad be continued?
29. Should interactive multimedia iPad be applied in other schools? Why?

Part 7 Student's obstacles

30. Have you ever experienced any problems when using interactive multimedia-based application, such as access problems or others? What is your attitude if you encounter them?
31. What are three obstacles that you have experienced when using interactive multimedia iPad that you experience?
32. What are the impacts of these obstacles on your learning activities in class?
33. What is the solution when there are problems?
34. What are your expectations for the use of interactive multimedia iPad in the future?

Thank the individuals for their cooperation & participation in this interview. Assure them of the confidentiality of the responses & the potential for future interviews.

Template taken from Creswell,2008)



APPENDIX C

LETTER FOR SEEKING PERMISSION TO DO DATA COLLECTION AND SURVEY



UNIVERSITI SAINS ISLAM MALAYSIA
جَامِعَةُ الْعُلُومِ الْإِسْلَامِيَّةِ الْمَالِيزِيَّةِ
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

CENTRE FOR GRADUATE STUDIES
Tel: 06-797 8640/8641 Fax: 06-797 8634

USIM 2.8/338 (4181063)
20 Jamadilakhir 1442H/ 2 February 2021

SMP Islam Al Azhar 37 Pekanbaru
Jl. Swakarya
No.17 Kel. Tuah Karya
Kec. Tampan, Kota Pekanbaru
Riau 28291

Dear Sir / Madam,

SEEKING PERMISSION TO DO DATA COLLECTION & SURVEY

This is to certify the status of the following student:

Name : **Nunu Mahnun**
I.C./Passport No. : **B9764618**
Registration No. : **4181063**
Nationality : **Indonesia**
Faculty : **Faculty of Major Language Studies**
Program : **Doctor of Philosophy (Education)**
Mode of Study : **PhD Research**
Duration of Study : **4 - 12 Semesters**
Current Semester : **4**
Thesis Title : **The Use Of Interactive Multimedia-Based Application In Islamic Education: Students' Perceptions And Competencies**

Your willingness to provide insights on the matter related to his/ her study is highly appreciated.

Thank you.

"KNOWLEDGEABLE, DISCIPLINED, AND DEVOUT"

Yours sincerely,

(MOHD AKASHAH ABD RASHID)
Senior Assistant Registrar
Centre for Graduate Studies



Berilmu, Berdisiplin dan Bertakwa

Knowledgeable, Disciplined and Devout



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APPENDIX D

LETTER FROM SCHOOL GIVING PERMISSION TO COLLECT DATA



YAYASAN PESANTREN ISLAM AL AZHAR

SEKOLAH MENENGAH PERTAMA ISLAM AL AZHAR 37

Jl. Swakarya No. 17 Kel. Tuah Karya, Kec. Tampan, Kota Pekanbaru - Riau

Telp. (0761) 8419865, 0812-8867644 E-mail : ypia_riau@al-azhar.or.id Website : <http://www.ypia-riau.al-azhar.or.id>

Nomor : 642/VI/E/YPIA-SMPIA-37/1443.2022
Lampiran : -
Perihal : Balasan Surat Permohonan Mahasiswa
Melakukan *Data Collection*

28 Dzulqa'dah 1443 H.
28 Juni 2022 M.

Yang terhormat,
Dean's Faculty Of Major Language Studies
Universiti Sains Islam Malaysia

Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia

Assalamualaikum Warahmatullahi Wabarakatuh

Salam takzim kami sampaikan semoga Bapak/Ibu dalam keadaan sehat wal afiat dan sukses dalam menjalankan aktivitas sehari-hari. Aamiin.

Menindaklanjuti surat nomor 2.8/336/3 (4181063) perihal Memohon surat izin melakukan Koleksi Data (*Data Collection*) atas nama **Nunu Mahnun** program studi Doctor Of Philosophy (Education) tertanggal 01 Februari 2021. Maka dengan ini kami menyampaikan bahwa kami mengizinkan mahasiswa tersebut untuk melakukan kegiatan Koleksi Data di SMP Islam Al Azhar 37 Pekanbaru dengan judul : *Islamic Religious Instruction Through Interactive Multimedia Based Application At Islamic Junior Secondary School Al Azhar 37 Pekanbaru.*

Demikian surat balasan ini kami sampaikan, atas perhatian Bapak/Ibu kami ucapkan terima kasih.

Billahit taufiq wal hidayah

Wassalamualaikum Warahmatullahi Wabarakatuh

Kepala Sekolah,

Riva Ciyandra, M.Pd.

APPENDIX E

AUDIT TRAIL

Month	TRAIL
November 2020 – January 2021	Selection of Topic Preparing research question. Reading for literature review
February 2021 – March 2021	Formal application for conducting research Sending letters to head of al-Azhar secondary schools in Indonesia
March 2021 – April 2021	Finalizing research Methodology Preparation for data collection
April – September 2021	Identifying, Contacting schools, teachers and student Data Collection Focus Group Discussion (Face to face/offline and online with student al-Azhar 37) while with student Alazhar 1 only by online
October – December 2021	Data Processing SPSS & PLS for quantitative nVivo For qualitative
January – March 2022	Data Analysis Quantitative Regression, Anova, and Qualitative Coding, generating, theme

APPENDIX F
EXAMPLE OF FOCUS GROUP INTERVIEW TRANSCRIPTIONS

Focus Group Interview with students

S1 – Student 1, S3 -Student 3, S5 – student 5, S10- student 10.

- P : Assalamualaikum Wr. Wb.
All : Waalaikumsalam Wr. Wb.
P : Let me introduce myself. My name is Nunu Mahnun. I want to interview you in this focus group discussion to gather your perception or opinion on the use of iPad to learn PAI. What should you call me? Brother maybe? Hehe... Sorry, one moment. From the left, could you please introduce yourself?
S2 : My name is S2.
P : Where are you from, S2?
S2 : From Pekanbaru.
P : Anyone from out of town here? None it seems. Which school did you go to, S2?
S2 : From a Public Elementary School.
P : Next.
S3 : I'm S3.
P : Which school did you go to, S3?
S3 : Al-Izhar Elementary.
P : Al-Izhar is close, right, Panam. Next.
S5 : My name is S5.
P : Next.
S10 : My name is S10 Pasya Wulandari.
P : Thank you S10. Which elementary did you go to?
S10 : SDN 187, close to Bintang Cendekia.
P : Bintang Cendekia, on Lobak Street? That's a good school. Let me first ask S2, what's so special about SMPIT Al-Azhar, S2?
S2 : Eeehh, the iPad.
P : What about S3?
S3 : The iPad, so it's fairly simple. The lessons on iPad.
P : The lessons on the iPad are what make the school superior?
S5 : It's used for learning.
P : It's used for learning. Are there any other uses?
S5 : No.
P : But earlier the explanation was it's used for learning anyway. Do any of your friends use it for something else?
S5 : This iPad is monitored by the teacher, Sir, so we can't download anything else.
P : I see. What about you, S10?

- S10** : I myself use the iPad to make learning easier, since everything's there, complete, it can do everything.
- P** : Okay, thank you, S10. S10, is there anything that the school can improve?
- S10** : Hmm, it's already good. Sometimes, there are naughty children who leave the school system, so that's the only thing that must be supervised.
- P** : Must be supervised?
- S10** : Yes, there are some who leave the school system. That must be supervised, must be controlled.
- P** : All this time, has anyone left the system?
- S10** : There are many, especially during covid.
- P** : What's the issue with the system?
- S10** : When you leave the system, the school can't monitor anymore. It doesn't know what the students are doing anymore.
- P** : Can you be detected if you leave the system?
- S10** : Yes.
- P** : Any punishment?
- S10** : Yes, there is.
- P** : Ooh, right, who, I forgot. Eeh.. S5, what should the school improve on?
- S5** : I think it's good enough, Sir.
- P** : Come on S2. What do you think, S2?
- S2** : I think it's good. Same, Sir.
- P** : S2, how are your academic performance so far?
- S2** : Quite good.
- P** : Alhamdulillah. Yes, that's good. Is it above 85?
- S2** : Some are above the average.
- P** : What about Islamic religious education?
- S2** : It's good, Sir.
- P** : What about S3?
- S3** : My academic performance is good, above the average.
- P** : What about the others?
- S5** : Alhamdulillah, it's good, Sir. Above average.
- P** : Yes. Eh... I ask that some people perhaps consider that, especially parents, the use of iPad in learning, most have or there is some concern. Are your parents like that?
- S2** : My parents, yes.
- P** : Like that? Worried, yeah? How has their reaction been?
- S2** : They always check it, so if there's something that's not appropriate for learning, it's often deleted.
- P** : Have they ever found out?
- S2** : I don't install any application anymore.
- P** : What about S3?
- S3** : Normal, because the school has monitored, so my parents have trust.
- P** : S3, have you ever done something outside of the system?
- S3** : Never, Sir.
- P** : What about S5?

- S5 : No. My parents leave everything to the school. They're not worried about doing anything, since everything is monitored by the school. So, if there's any deviation, my parents can just report to the school. So far, I haven't done anything that deviates [from its main purpose].
- P : Are your parents worried?
- S5 : No. In fact, they leave everything to me, they trust me.
- S10 : My parents in fact have been hands-off, since if anything happens, the school will report to my parents. So, everything's left to the school.
- P : In your opinion, have you ever seen your friend other than you use it or has values outside of the principles of Islam? For example, swearing or doing bad things.
- S10 : Swearing, certainly.
- P : Like what?
- S10 : Like animals, yes animals.
- P : What about other behaviors?
- S10 : None.
- P : What about the others?
- S5 : Same, more or less.
- P : What about S3?
- S3 : Same, Sir.
- P : Is there any other behaviors, bad ones?
- S3 : Bad, like downloading applications banned by the school? Like games. There is punishment, like a reprimand.
- P : How many have you met?
- S3 : A lot.
- P : There's a lot, then. What about S2?
- S2 : Same, Sir.
- P : Okay, now let's go to the use of iPad. What do you think, S2? Is it easy or not?
- S2 : It's easy, for example finding difficult answers is easy on the iPad.
- P : What about the lessons, are the materials easy to understand?
- S2 : Hmm, yes, it's easy.
- P : What are the materials of PAI?
- S2 : Language, prayer, there are many.
- P : What about Al-Qur'an?
- S2 : It's there.
- P : Hadits?
- S2 : No.
- P : There's no Hadits?
- S2 : No.
- P : I see. Eh, what about history? I mean Islamic history?
- S2 : It's there, Sir.
- P : What about Islamic faith (*aqidah*)?
- S5 : It's there, but it's in a single book, it's included in Islamic religion.
- P : Yes, in PAI, there are various materials, like *aqidah*, al-Qur'an. In your opinion, are they easy to learn?

- S3 : Easy, Sir, because the learning system, everything's already on the iPad, Sir. So, we only have to open the Pad to find materials that we want to learn.
- P : What about you?
- S5 : It's easy.
- P : Like what?
- S5 : Like, if there's something that I want to look for, I just have to open the book. That's easier because I can just look from the iPad.
- P : S10?
- S10 : Same, Sir. Because we don't have to... At other schools, using books and Google is quite difficult, because we have to look for materials. With the iPad, everything's there, so nothing's left out, so for example, even if the materials are gone, we can just ask a friend to send it. All the materials are there, so we don't have to look for them anymore.
- P : So, it's really making things easier. Is there any convenience, for example we see from the aspect of Islamic religious education materials, from the clarity of the materials only, or just that the text or there is explanation for the text in the form of videos, audios, or animations?
- S3 : Further explanation is given in the Telegram group, Sir. So, every subject has its own Telegram group, so if there are any materials that are not in the book, they will be sent there.
- P : So, it depends on the teacher, then?
- S10 : Yes, it depends on the teacher. For instance, if the teacher can explain the materials well, we can also receive them easily.
- P : So, it's still teacher-oriented, not iPad? What if we learn by ourselves on the iPad?
- S2 : We can't, Sir, we won't be able to understand.
- P : What's the reason, S2?
- S2 : If there's something that we don't understand about the materials, we must ask the teacher, Sir.
- P : So, the materials... Sorry, the materials are in the form pdf files?
- S10 : Yes, pdf, like the books.
- P : Oh, I see. Does the pdf have any link? For example, there's a link for video explanation?
- S2 : No, Sir, it's like a book.
- S10 : If normally we use books, then the pdf files are also books in digital form.
- P : Do you think it makes it more difficult to understand?
- S3 : Easier, Sir.
- S5 : Easier, Sir.
- P : But S2 said that it makes it more difficult?
- S3 : That's if we read it by ourselves, Sir.
- S10 : Some sentences are difficult to understand.
- P : I see. So, there must be a teacher to explain? Eh, does the teacher explain using a video?
- S10 : So, if the text of the book is difficult to understand, the teacher will elaborate it, Sir.

- S5 : Yes, so that it's easier to understand, Sir.
- P : Right, okay. In your opinion, how flexible is the application?
- S5 : It's simple, flexible. The books are already in that one, so we don't have to carry books anymore, maybe just notebooks for writing notes. There is Notes on the iPad for writing notes.
- P : On Notes? I see. Does being flexible mean that it can be used anytime, anyplace?
- S5 : Yes, Sir, because it's offline. The books themselves are offline.
- P : You do it often?
- S5 : Yes, there's no network from home to school, but I can still open the books.
- P : Is it the same for you? Do you often read anywhere?
- S10 : Yes, Sir. Sometimes I can't go to school, like we're on the road and there's no network, I can read the books because they're offline.
- P : I see. S3? Flexible? What's the reason, in your view?
- S3 : Yes, because the books can be used anyplace, even when we're not at school, the books can be read anywhere.
- P : Do you often use it until nighttime?
- S3 : Yes, because there are hours for studying.
- P : S2? Flexible?
- S2 : Yes, Sir.
- P : What's the reason, S2? Do you also use it offline? Do you also use it in other places
- S2 : Yes, Sir.
- P : How's the connectivity when learning here? Your experience.
- S10 : It's good.
- S5 : The Wi-Fi.
- P : Is there any issue?
- S10 : No, Sir, because all of us use Wi-Fi that directly connects to the iPad, so the network is all well.
- P : Has there ever been any issue?
- S10 : Only power failure.
- P : If the power goes off, learning keeps going?
- S10 : Yes, because the books are offline. We use a projector, so it's projected to the screen.
- P : So, even if there's power failure, learning keeps on going. Okay, if the power fails, is there any generator?
- S5 : Usually the power only goes off for not too long. Even if it goes off, the generator is immediately turned on.
- P : The connectivity is good, then? What about the system used outside of class?
- S5 : The system can still be opened at home.
- S3 : Since the books have been downloaded.
- P : But for the explanations, do you have online rights for the explanation, S3?
- S3 : Explanations how, Sir?

- P : For example, if there is any text that you can't really understand. Do you then browse?
- S3 : Oh, if there's something that we can't really understand, we can look for it on Google.
- S5 : Or we can ask on Telegram or look at our notes.
- P : Is it possible to discuss on Telegram?
- S5 : Yes.
- S10 : Yes, we can also ask for explanation, right?
- S5 : Yes.
- P : Okay... In your opinion, S2, is it easier to do quizzes or assignments on the iPad or on paper?
- S2 : Easy, Sir, because we don't have to leaf through pages. On paper, we have to leaf through pages. On the iPad, finding a page is easy, just a click.
- P : What are the other facilities?
- S3 : Answers are easy to get.
- P : Easy to get? Do you cheat often? How do you mean, easy to get answers?
- S3 : They're in the books, Sir.
- S10 : There's 2 on the slide, Sir. So, over here's the book, over here's the book.
- P : So, when doing exercises, is it possible to see the book?
- S10 : Because sometimes it's locked, we can't open other applications.
- S5 : So, we can't open other applications, only 1.
- P : So, it's locked?
- S3 : Yes, Sir.
- P : Meaning it's not possible to cheat?
- S3 : No.
- S10 : No, Sir.
- P : Okay. Here, we're using iPad in the PAI subject with multimedia. The connotation is emphasis on the attitude aspect. In your opinion, is it appropriate to use iPad application based on multimedia in PAI, emphasizing attitude?
- S10 : Not really, assistance from the teacher is still needed because attitude... If the attitude has no encouragement from, like, teachers, it's difficult... Desire and encouragement from teachers.
- P : So, encouragement from teachers is needed?
- S10 : Because the books are merely read, right, encouragement is also necessary.
- P : In your experience, how has your attitude changed? You said that there was influence. Perhaps an example.
- S10 : It improves honesty, Sir, because it's part of character.
- P : There's improving honesty?
- S10 : Yes.
- P : What about S5? The reason?
- S5 : Same, because it's the same.
- S3 : Like honesty, or like in the exam, we can't cheat for example, so, if possible, the teachers should observe more, monitor more.

- P : S2? Same thing?
- S2 : Yes, Sir.
- P : What's the convenience in learning PAI using multimedia-based iPad? For example, the video depends on the teacher, sometimes there are videos, sometimes not. Sometime there is no link, link between the materials and, you know.
- S3 : If there's no link, we search for it ourselves on YouTube.
- P : So, that's the convenience? What are the other conveniences?
- S10 : We become more independent, it prepares us how to understand the materials easier, the materials in PAI. We search by ourselves or ask the teacher.
- S5 : Yes, we can directly communicate with the teachers.
- P : Communicating using the iPad as well?
- S5 : Yes.
- P : How does that work? On Telegram?
- S5 : Telegram.
- S10 : Telegram.
- P : Oh, so the Telegram application is downloaded there as well? These are the benefits in your view. In your opinion, which has more activities, using or not using the application?
- S5 : I think using the iPad has more activities, Sir.
- P : Why so?
- S5 : Because everything's there.
- P : What are the activities, for example?
- S5 : Like everything that is used is really all books for learning. Everything's there, the PAI book, al-Qur'an, everything's there.
- P : So, the learning activity is entirely reading, then? What about other activities, like asking questions and answering discussions?
- S10 : Directly, Sir.
- S3 : Yes, directly.
- S5 : If we don't understand something when studying at home, only then will we communicate with the teacher.
- P : S3, do you agree that using multimedia-based application is more active than without?
- S3 : Yes, because when offline, like when I was in elementary school, I used iPad, so if there's anything that I don't understand, I can directly ask the teacher.
- P : Alright. In class, how does the teacher usually explain the activities?
- S3 : I pay attention to the explanation of the teacher.
- P : What about the iPad?
- S3 : I use the iPad too. If the teacher is explaining on the board, we pay attention to the teacher, so we turn off the iPad for a moment. We will only use the iPad if the teacher asks us to use it.
- P : Same thing for the others? Other activities, perhaps, S10?
- S10 : If the explanation of the materials is given by the teacher, the application is locked, so it can't go anywhere.

- P : Actually, what are the benefits gained from learning using the iPad?
- S2 : Simpler, without any books.
- P : Other than that?
- S3 : It's not heavy, Sir, so we don't have to carry books.
- S2 : Like in elementary school, we used offline or books, so for example the funeral prayer, we don't have to look for information in the book, like how to do funeral prayer, so we can look on YouTube how to do funeral prayer\.
- P : Okay... Anything to add, S10?
- S10 : Same thing, Sir.
- P : Same thing? Okay. In your opinion, is it beneficial... there's interaction, right, there's no link that connects to other materials. For example, there's a link to connect to a video. Now, this link isn't in the application, right. Is that important for you?
- S5 : Not really, because it's not a priority.
- S10 : We're satisfied with just this.
- S2 : Yes, we understand.
- P : Understand, then? Okay. Does the application frequently run into errors?
- S2 : No, Sir, if the application runs into an error, we can ask the teacher directly.
- S3 : There's a teacher who maintains the iPad, Sir.
- P : How do you mean?
- S10 : There's an IT team from the school to maintain it.
- P : Have you experienced it?
- S5 : Just unable to unlock it or unable to open the lock.
- P : In your opinion, can the application be used to learn PAI?
- S5 : Yes, because the materials are there. Al-Qur'an is also there.
- S10 : The materials are all there. Because in one item, there's everything for learning.
- P : Are you not worried that one day, Indonesian children will be influenced by the iPad? Other contents?
- S3 : That's why, Sir, the school explains the importance of the iPad. From the iPad, we can gain information that we must know.
- P : No worries?
- S3 : The school's monitoring its use already.
- P : What did you want to say before?
- S5 : The school monitors, so the iPad is used for studying. It is also taught here how to use the iPad correctly and properly. Not going to harmful activities.
- S10 : Yes, monitored. So, we can't open contents not for learning, so it's strictly for studying.
- P : Okay, good. What do you like most about the iPad-based application?
- S5 : It's easier and more complete. Everything's there.
- P : What about the materials?
- S10 : Yes, all the materials are there.

- P : Easy to understand?
- S5 : Same, Sir.
- P : What about S3?
- S3 : At this school, after completing a material, there's Kahoot or Quizizz. Quizizz is a quiz for the whole class, so the entire class competes.
- S10 : It also measures the degree to which we understand the materials.
- P : So, you like it, then? There's some sort of competition. How is it?
- S3 : Competing for first place.
- P : Do you get any prize for ranking first?
- S5 : It depends on the teacher, like the one who ranks first today, we'll give a prize.
- P : Is there anything else?
- S10 : Yes, other than Kahoot and Quizizz, there's something else.
- P : What's that?
- S10 : It's like exercises but in the form of pdf.
- P : Like a form?
- S5 : Pdf, Sir.
- P : How often do you use this application at home?
- S5 : Quite often, to study at home.
- P : During vacation?
- S5 : During vacation, just in the morning.
- P : At night as well?
- S5 : Yes, Sir.
- P : How about the others? Is it the same?
- S10 : Yes, Sir.
- P : Until what time at night?
- S10 : Depends, studying can be until 11.
- P : Oh, so, this application encourages you to be more diligent? Where is the fun part?
- S3 : It's fun because there are games in the materials.
- P : Where's the fun part?
- S10 : The fun part is that we're motivated to learn.
- P : The learning atmosphere is happy?
- S5 : Yes, just normal.
- P : Normal, meaning that it's similar to normal learning?
- S5 : Not really, because we want to learn independently, so we just learn independently, not involving others. So, if we don't understand, we can just do a search.
- P : S2, where's the fun part?
- S2 : It's easier to understand, Sir.
- P : Do you have any intention to find a school or to continue schooling at a school that uses iPad as well?
- S5 : I'd like to, but it seems like there's no high school in Pekanbaru that's like that, so it's kind of difficult.
- P : Is this desire strong or not?
- S5 : Not really.

- P : What about S10?
- S10 : Not really, because it's enough for me to use iPad in this school. For high school, something else.
- P : But it'll get heavier if you're using books?
- S10 : That's normal, that's how it is supposed to be.
- P : S3, any desire?
- S3 : Yes, but now I'm still in Pekanbaru, so there's nothing I can do.
- P : S2?
- S2 : Yes.
- P : Okay. Other than at home, is there any place where you use it?
- S5 : Sometimes, like, during exam, in the car, private car.
- S2 : Like, we're going to school, we're in the way so we can do the test even if the schedule is different.
- P : In your opinion, should the use of this application be continued?
- S2 : Yes, Sir, it's really beneficial, easier to read and understand. It's easier for us to find information that we must know.
- P : What about S3?
- S3 : The school is using iPad, so that's the superiority of our school, Sir.
- P : Is it needed in other schools?
- S10 : Al-Azhar keeps up with the times, so that the students understand technology.
- P : Should it be implemented in other schools in Pekanbaru?
- S3 : Yes.
- S10 : But it depends.
- P : Depends how?
- S2 : This is actually costly, some kids are not financially well, so it's difficult.
- P : What if it's implemented by the government?
- S10 : But if it's implemented by the government, the iPad may not be able to be brought outside. But if it's brought outside, it's not possible to group at school or elsewhere.
- S5 : So, if the government implements the iPad, it must be collected at school and cannot be brought home.
- P : But I see in this pandemic that most are dependent on smartphones, they're unable to focus at all. What do you think?
- S5 : Because... yes during covid, learning must use handphone. Some students will just read, let alone during covid.
- P : So, I mean that's the negative impact.
- S5 : Yes, that must be continuously supervised, depending on whether the parents supervise their children or not.
- S10 : It depends on oneself, whether supervised or not, to use the smartphone for what purpose. For studying, of course there's worry and limit, but if the purpose in the first place is not for studying, certainly the impact will be negative.
- P : Are there any obstacles when using it?
- S2 : No, Sir.
- P : What about S3?

- S3 : The obstacle is probably not understanding how to use this iPad, what's the term... *gaptek* (technologically illiterate). Some students don't really know much about the iPad, so it's difficult to use.
- P : What are the obstacles for you?
- S10 : None so far.
- S5 : None, Sir.
- P : S3, you had an obstacle, right? What's your attitude when discovering that obstacle?
- S3 : We just have to use the iPad frequently to know. If we still don't understand, we can ask the IT teacher.
- P : No obstacles relating to Wi-Fi? Or something else?
- S5 : Just power failure.
- P : Just power failure. Is the application itself difficult?
- S3 : Not if you've understood it. It's easy, actually.
- S10 : Also, from the first time we bought the iPad, we learned how to use the applications inside it.
- P : What are your hopes for the school in using the iPad?
- S3 : The application can be improved further by the school.
- P : What should be improved?
- S3 : As we said before, some students deviate, so hopefully the school can be firmer.
- P : I see, so it's not been firm?
- S3 : Not really, Sir, some students are really disobedient.
- S5 : Some difficult students. Naughty.
- P : Naughty how?
- S3 : Naught, Sir. So, we're in the system called the Zeluddes system. So, Zeluddes is connected to the school. Some students uninstalled it.
- P : Uninstalled it from the iPad?
- S5 : Yes, Sir. The iPad is automatically monitored by the teacher, so it's not like a normal iPad. So, some applications have been uninstalled by the school, so we can't download. Like YouTube. Some students are really naughty, they uninstall the school system and then it became like a normal iPad, so they could download games and anything that are unrelated to learning.
- P : I see. How many did those?
- S3 : So many, Sir.
- S10 : Yes, there are plenty, Sir.
- S5 : But not anymore now because there's a rule, so you can be punished.
- P : Yes, alright. Thank you very much. Hopefully you will be successful in the future. Is school over?
- S5 : No, there are still exams.
- S2 : Not yet, Sir.

**APPENDIX G
INTER-RATER**

A MIXED METHODS STUDY ON THE USE OF INTERACTIVE MULTIMEDIA
DEVICE IN ISLAMIC EDUCATION: STUDENTS' PERCEPTIONS,
COMPETENCIES AND PARTICIPATION

Name : _____
 Position : _____
 Specialization : _____
 Date : _____
 Signature : _____
 Stamp :

Themes	Main Idea	Verbal Report	Inter-Rater		Command/
			Agree	Disagree	Sugestion
Ease of use on learning pai using iPad	Good application	S10 <i>it is good, sir</i>			
	Easy to use	S8 <i>It's quite easy, sir</i>			
	Easy to Operate	S7 <i>To operate the application, it's easy, just tab the application and it will appear</i>			
	Easy to find a page	S2 <i>It's easy, sir, because we don't need to go back and forth to look at the page, if it's on paper, we have to go back and forth to look at the page. If on the iPad it is easy to find a page, just click on it</i>			
	Good Network and	S10 <i>No sir because we all use wifi which is directly connected to</i>			

connectivity at School area		<i>the iPad so the network goes all the way</i>
Supported by school facilities	S8	<i>Usually it doesn't take long for the light to go out, and even if it goes out, the generator light is turned on immediately</i>
Easy to use anywhere	S5	<i>The system can still be opened even though it is at home</i>
Easy for learning	S10	<i>For myself, using the iPad makes it easier for learning. Everything is there, complete, everything can be done</i>
The iPad provides all materials that students need	S3	<i>It's easy, sir, because all the learning systems are already on the iPad, sir, so all you have to do is open the iPad and just look for the material you want to learn</i>
The iPad makes it easy for students to find the information they need	S5	<i>It's easy. like if someone wants to be found, just open the book, it's easier there because you only see it from the iPad</i>
Student easy to look for the material by online too	S2	<i>It's easy, for example looking for a difficult answer, it is easy to find on the iPad, we don't have to go back</i>

and forth to look at the page, on paper we have to go back and forth to look at the page. If on the iPad it's easy to find a page, just click on it. In elementary school, we used offline or with books, for example, for example the funeral prayer, so we don't have to look for books like how to pray the corpse, so we can see on YouTube what the funeral prayer looks like. Could it be easier to understand sir. Yes sir, very useful, very useful, easier to read and understand. We find it easier to extract information to know

Student do not need to carry a lot of books and burdensome

S10 *Same sir. Because you don't need anything, if other schools use books and google, it's a bit complicated, right, because you need to look for more materials, from the iPad everything is already there so nothing is left behind, so for example, even if the material is lost can ask to send from friends again. There, all the materials are*

already there, so you don't have to worry anymore

Students easy to write or make notes on iPad **S5** *It's easy, flexible. In that one, all the books are already there, so you don't need to bring another book, at least a notebook to take notes. On the iPad there are notes to take notes*

Usefulness of Using iPad for learning

Students more active **S3** *Agreed, because if it was offline, for example in elementary school... I used an iPad, right... so if for example there was a lesson that I didn't understand, I could directly ask the teacher*

Students was motivated to learn **S10** *It's nice that we are motivated to learn that*

Can increase student learning not only online but also offline (daring or luring) **S7** *If I think it's increasing, it's the same as offline anyway*

the iPad can use repeatedly **S7** *If I have an assignment, for example, I use the iPad again the same way after I use it again a few times. minutes*

Student can learn every time **S6** *After school and at night, I study again from 7 to 9 pm*

iPad can create **S10** *So we are more independent, we also*

student
learning
independence

*prepare how to
understand the
material easily, the
material in PAI. We
are searching or
asking the teacher*

Students are **S5**
able to find
ways to solve
the problem
of learning

*It doesn't matter
because we want to
study privately, so we
study alone there, not
mixing with others. So
if we don't understand,
we can search, that's
right*

Students can **S8**
study the
subject
matter at
home before

*Hmm, you can,
because if we don't use
the iPad, we need
more explanations
outside of the teacher,
so we can search
google, we can pay
attention to videos
from people, we can
also practice. on the
iPad there are many
facilities that make it
easier for teachers
without having to be
taught by the teacher,
students can learn
first with the existing
facilities in the iPad.
It's the same, sir,
because I use the iPad
myself, learning by
myself is easier to
understand*

Student can **S1**
read a lot

*If you don't study
online at least at
night, read and read*

	Student can understand the material deeply	S7	<i>I like it, so I can understand the material deeply. Because there are apps for reading photonotes, then the book can be turned into a pdf like that, the book can be highlighted like that</i>
Attitude of Interactive Multimedia	Fun	S3	<i>It's fun because there are games in the material too</i>
	Students feel motivated	S10	<i>It's good that we are motivated to learn that way</i>
	Not heavy	S3	<i>“ the iPad, so it's pretty simple. The lessons are from the IPad. It's not heavy, sir, the bag doesn't carry books</i>
	simple	S2	<i>It's simpler without books. For example, in elementary school, we used offline or with books, for example, for example the funeral prayer, so we don't have to look for books like how to do the funeral prayer, so we can see on YouTube what the funeral prayer is like</i>
	comfortable	S7	<i>ipad is also comfortable to use, then we can also log and activate applications to play</i>

			<i>games, so we don't keep playing games so we focus on one lesson</i>
Liking	S11		<i>It's simpler, sir, I like to take notes because it's easier to decorate on the iPad</i>
Nice to learn	S11		<i>I like it, sir, because it is nice to learn</i>
Can be recorded and highlighted	S7		<i>I like it sir because it can be recorded on the iPad and the book can also be highlighted</i>
More Complete	S5		<i>It's easier, more complete too. It's all there</i>
More interesting	S6		<i>Because many facilities are the same, learning is more interesting. Because it can be repeated continuously</i>
Flexible	S5		<i>It's easy, flexible. On the iPad there are notes to take notes because he is offline. For the book itself, he's offline. Often, there's no network on the way from home to school, right, you can still open books. The system can still be opened even at home</i>
It is easy to use anywhere			<i>Easy to use anywhere. here, there are e-books and notes so they can be opened at</i>

any time. If I am no longer studying online, at least at night, I read and read

Effect to **S3** their academic achievement is well above the average sir

More effective **S9** Yes sir, because it is more effective and shorter

Intention to Use Interactive Multimedia Students want to use iPad when they continue their study **S5** I really want to, but for a high school in the city of Pekanbaru, I don't think there is anything like that, so it's a bit difficult



The use of iPad must be continued in this school **S8** It must be continued, because on the iPad there are many facilities that make it easier for teachers without having to be taught by the teacher, students can learn first with the facilities in the iPad

Often use it outside of class hours **S4** Quite often, I just want to study, but outside of class hours

Using iPad on the way **S2** It's like we want to go to school, right, so we are still on the way, we can also do the exam even though the hours are different

INTER-RATER 1

A MIXED METHODS STUDY ON THE USE OF INTERACTIVE MULTIMEDIA DEVICE IN ISLAMIC EDUCATION: STUDENTS' PERCEPTIONS, COMPETENCIES AND PARTICIPATION

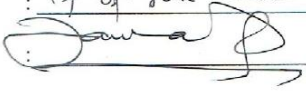
Name : Prof. Dr. Ahmad Fauzan, M.Pd., M.Sc
 Position : Head of Doctoral Program of Educational Science
 Specialization : Educational Sciences
 Date : 17th of June, 2022
 Signature : 
 Stamp : 

Themes	Main Idea	Verbal Report	Inter-Rater		Commad/ Sugestion
			Agree	Disagree	
Ease of use on learning Pendidikan Agama Islam (PAI) using ipad	Good application	S10	<i>it is good, sir</i>	✓	
	Easy to use	S8	<i>It's quite easy, sir</i>	✓	
	Easy to Operate	S7	<i>To operate the application, it's easy, just tab the application and it will appear</i>	✓	
	Easy to find a page	S2	<i>It's easy, sir, because we don't need to go back and forth to look at the page. if it's on paper, we have to go back and forth to look at the page. If on the i-pad it is easy</i>	✓	

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 ISLAM

INTER-RATER 2

A MIXED METHODS STUDY ON THE USE OF INTERACTIVE MULTIMEDIA DEVICE IN ISLAMIC EDUCATION: STUDENTS' PERCEPTIONS, COMPETENCIES AND PARTICIPATION



Name : Dr. Darmansyah S.T., M.Pd.
 Position : Lecturer
 Specialization : Educational Technology
 Date : 17th of June 2022
 Signature : 
 Stamp :

Themes	Main Idea	Verbal Report	Inter-Rater		Commad/ Sugestion
			Agree	Disagree	
Ease of use on learning Pendidikan Agama Islam (PAI) using ipad	Good application	S10 <i>it is good, sir</i>	✓		
	Easy to use	S8 <i>It's quite easy, sir</i>	✓		
	Easy to Operate	S7 <i>To operate the application, it's easy, just tab the application and it will appear</i>	✓		
	Easy to find a page	S2 <i>It's easy, sir, because we don't need to go back and forth to look at the page, if it's on paper, we have to go back and forth to look at the page. If on the i-pad it is easy</i>	✓		

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INTER-RATER 3

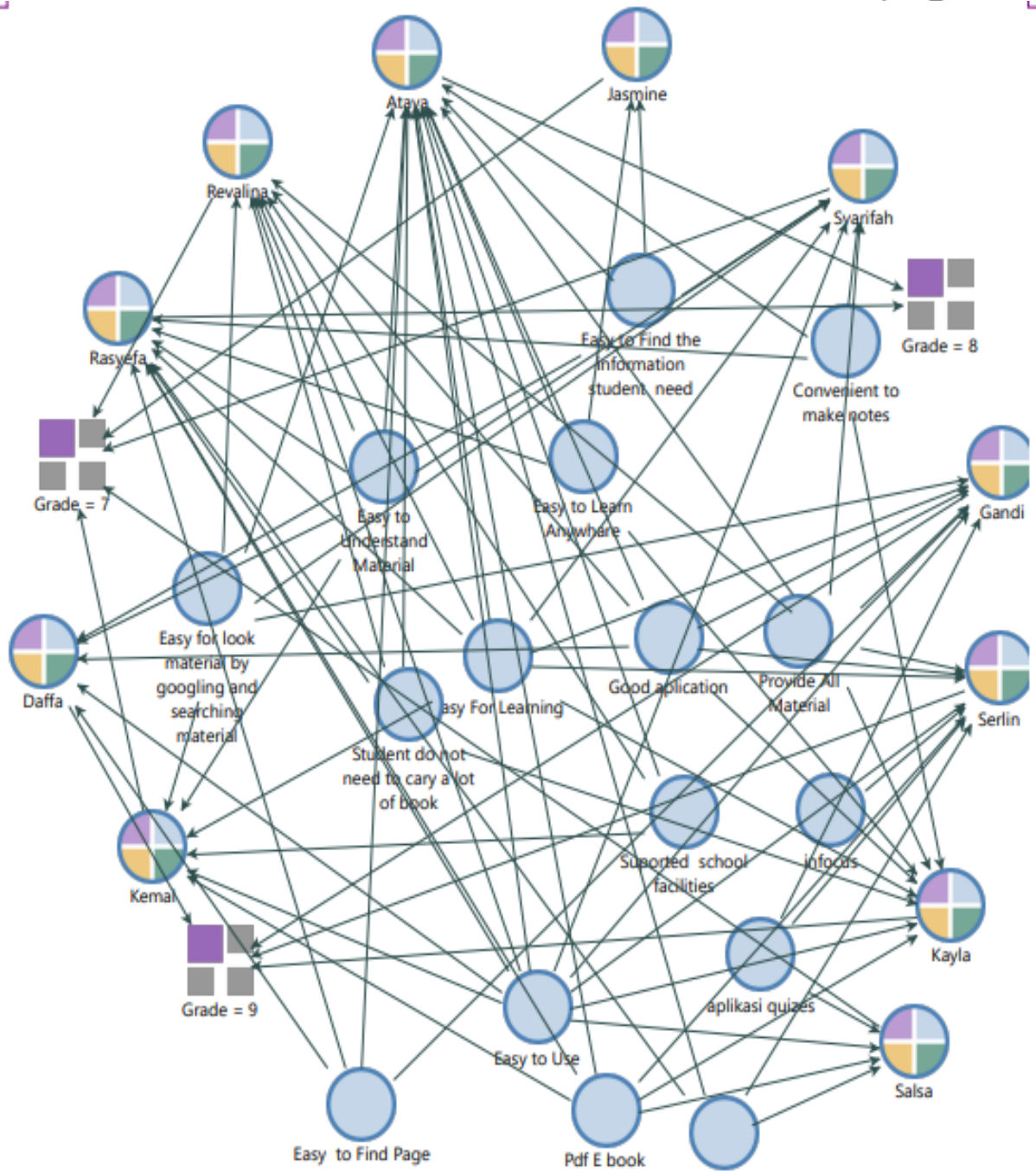
A MIXED METHODS STUDY ON THE USE OF INTERACTIVE MULTIMEDIA DEVICE IN ISLAMIC EDUCATION: STUDENTS' PERCEPTIONS, COMPETENCIES AND PARTICIPATION

Name : DR. IDRIS, M.Ed
 Position : KETUA JABATAN PENDIDIKAN AGAMA ISLAM
 Specialization : PENDIDIKAN ISLAM
 Date : 22/06/2022
 Signature : 
 Stamp : 

Themes	Main Idea	Verbal Report	Inter-Rater		Commad/ Sugestion
			Agree	Disagree	
Ease of use on learning Pendidikan Agama Islam (PAI) using ipad	Good application	S10 <i>it is good, sir</i>	✓		
	Easy to use	S8 <i>It's quite easy, sir</i>	✓		
	Easy to Operate	S7 <i>To operate the application, it's easy, just tab the application and it will appear</i>	✓		
	Easy to find a page	S2 <i>It's easy, sir, because we don't need to go back and forth to look at the page, if it's on paper, we have to go back and forth to look at the page. If on the i-pad it is easy</i>	✓		

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APPENDIX H THE EXAMPLE OF VISUALISATION OF DATA



UNIN

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APPENDIX I

TABLE SAMPLE SIZE (KRIJCE AND MORGAN)

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

APPENDIX J
VALIDITY AND RELIABILITY DATA OF X VARIABLE

GET

FILE='D:\QT Rvisi\Riset Hasil\New folder\Uji coba instrument validitas IM.sav'

DATASET NAME DataSet1 WINDOW=FRONT.

CORRELATIONS

/VARIABLES=MI1 MI2 MI3 MI4 MI5 MI6 MI7 MI8 MI9 MI10 MI11 MI12 MI13 MI14 MI15
MI16 MI17 M18 M19 TOTAL

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		31-DEC-2021 15:41:12
Comments		
	Data	D:\QT Rvisi\Riset Hasil\New folder\Uji coba instrument validitas IM.sav
	Active Dataset	DataSet1
Input	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
		CORRELATIONS
		/VARIABLES=MI1 MI2 MI3 MI4 MI5 MI6 MI7 MI8 MI9 MI10 MI11 MI12 MI13 MI14 MI15 MI16 MI17 MI18 M19 TOTAL
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		/MISSING=PAIRWISE.
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	Elapsed Time	00:00:00.07

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Correlations

		MI1	MI2	MI3	MI4	MI5	MI6	MI7	MI8	MI9	MI10	MI11	MI12	MI13	MI14
MI1	Pearson Correlation	1	.295	.554*	.618*	.363*	.460*	.551*	.425*	.446*	.401*	.487*	.320	.450*	.546**
	Sig. (2-tailed)		.114	.001	.000	.049	.011	.002	.019	.013	.028	.006	.085	.013	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI2	Pearson Correlation	.295	1	.446*	.445*	.304	.167	.553*	.304	.470*	.583*	.252	.491*	.187	.480**
	Sig. (2-tailed)	.114		.013	.014	.102	.377	.002	.102	.009	.001	.179	.006	.322	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI3	Pearson Correlation	.554**	.446*	1	.529*	.581*	.697*	.453*	.411*	.270	.398*	.468*	.497*	.483*	.358
	Sig. (2-tailed)	.001	.013		.003	.001	.000	.012	.024	.150	.029	.009	.005	.007	.052
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI4	Pearson Correlation	.618**	.445*	.529*	1	.485*	.490*	.517*	.361	.491*	.345	.236	.317	.222	.502**
	Sig. (2-tailed)	.000	.014	.003		.007	.006	.003	.050	.006	.062	.209	.088	.239	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI5	Pearson Correlation	.363*	.304	.581*	.485*	1	.791*	.625*	.370*	.492*	.148	.313	.333	.585*	.524**
	Sig. (2-tailed)	.049	.102	.001	.007		.000	.000	.044	.006	.434	.092	.073	.001	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI6	Pearson Correlation	.460*	.167	.697*	.490*	.791*	1	.534*	.308	.374*	.159	.415*	.270	.556*	.363*
	Sig. (2-tailed)	.011	.377	.000	.006	.000		.002	.098	.042	.401	.023	.149	.001	.049
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI7	Pearson Correlation	.551**	.553*	.453*	.517*	.625*	.534*	1	.433*	.516*	.476*	.497*	.391*	.463*	.784**
	Sig. (2-tailed)	.002	.002	.012	.003	.000	.002		.017	.004	.008	.005	.032	.010	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI8	Pearson Correlation	.425*	.304	.411*	.361	.370*	.308	.433*	1	.614*	.720*	.828*	.637*	.525*	.462*
	Sig. (2-tailed)	.019	.102	.024	.050	.044	.098	.017		.000	.000	.000	.000	.003	.010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

MI 9	Pearson Correlation	.446*	.470*	.270	.491*	.492*	.374*	.516*	.614*	1	.599*	.431*	.653*	.611*	.579**
	Sig. (2-tailed)	.013	.009	.150	.006	.006	.042	.004	.000	.000	.000	.017	.000	.000	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 10	Pearson Correlation	.401*	.583*	.398*	.345	.148	.159	.476*	.720*	.599*	1	.720*	.766*	.511*	.589**
	Sig. (2-tailed)	.028	.001	.029	.062	.434	.401	.008	.000	.000	.000	.000	.000	.004	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 11	Pearson Correlation	.487**	.252	.468*	.236	.313	.415*	.497*	.828*	.431*	.720*	1	.515*	.645*	.399*
	Sig. (2-tailed)	.006	.179	.009	.209	.092	.023	.005	.000	.017	.000	.000	.004	.000	.029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 12	Pearson Correlation	.320	.491*	.497*	.317	.333	.270	.391*	.637*	.653*	.766*	.515*	1	.685*	.557**
	Sig. (2-tailed)	.085	.006	.005	.088	.073	.149	.032	.000	.000	.000	.004	.000	.000	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 13	Pearson Correlation	.450*	.187	.483*	.222	.585*	.556*	.463*	.525*	.611*	.511*	.645*	.685*	1	.537**
	Sig. (2-tailed)	.013	.322	.007	.239	.001	.001	.010	.003	.000	.004	.000	.000	.000	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 14	Pearson Correlation	.546**	.480*	.358	.502*	.524*	.363*	.784*	.462*	.579*	.589*	.399*	.557*	.537*	1
	Sig. (2-tailed)	.002	.007	.052	.005	.003	.049	.000	.010	.001	.001	.029	.001	.002	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 15	Pearson Correlation	.535**	.011	.525*	.410*	.397*	.643*	.428*	.337	.255	.315	.458*	.293	.528*	.504**
	Sig. (2-tailed)	.002	.953	.003	.025	.030	.000	.018	.069	.174	.090	.011	.116	.003	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 16	Pearson Correlation	.524**	.182	.455*	.284	.572*	.502*	.600*	.510*	.504*	.414*	.448*	.608*	.626*	.719**
	Sig. (2-tailed)	.003	.335	.012	.129	.001	.005	.000	.004	.005	.023	.013	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MI 17	Pearson Correlation	.714**	.212	.317	.516*	.333	.327	.460*	.393*	.458*	.293	.272	.289	.302	.623**
	Sig. (2-tailed)	.000	.261	.088	.004	.073	.078	.011	.031	.011	.116	.146	.122	.105	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

M18	Pearson Correlation	.720**	.353	.390*	.707*	.275	.316	.452*	.408*	.442*	.455*	.275	.433*	.284	.645**
	Sig. (2-tailed)	.000	.056	.033	.000	.142	.089	.012	.025	.015	.012	.142	.017	.129	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
M19	Pearson Correlation	.524**	.239	.394*	.419*	.510*	.443*	.670*	.323	.438*	.414*	.386*	.410*	.561*	.719**
	Sig. (2-tailed)	.003	.203	.031	.021	.004	.014	.000	.081	.016	.023	.035	.025	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	.741**	.528*	.700*	.666*	.682*	.669*	.780*	.704*	.723*	.697*	.682*	.710*	.734*	.811**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlations

		MI15	MI16	MI17	M18	M19	TOTAL
MI1	Pearson Correlation	.535	.524	.714**	.720**	.524*	.741*
	Sig. (2-tailed)	.002	.003	.000	.000	.003	.000
	N	30	30	30	30	30	30
MI2	Pearson Correlation	.011	.182	.212*	.353*	.239	.528
	Sig. (2-tailed)	.953	.335	.261	.056	.203	.003
	N	30	30	30	30	30	30
MI3	Pearson Correlation	.525**	.455*	.317	.390**	.394**	.700**
	Sig. (2-tailed)	.003	.012	.088	.033	.031	.000
	N	30	30	30	30	30	30
MI4	Pearson Correlation	.410**	.284*	.516**	.707	.419**	.666**
	Sig. (2-tailed)	.025	.129	.004	.000	.021	.000
	N	30	30	30	30	30	30
MI5	Pearson Correlation	.397*	.572	.333**	.275**	.510	.682**
	Sig. (2-tailed)	.030	.001	.073	.142	.004	.000
	N	30	30	30	30	30	30
MI6	Pearson Correlation	.643*	.502	.327**	.316**	.443**	.669
	Sig. (2-tailed)	.000	.005	.078	.089	.014	.000
	N	30	30	30	30	30	30
MI7	Pearson Correlation	.428**	.600**	.460*	.452**	.670**	.780**
	Sig. (2-tailed)	.018	.000	.011	.012	.000	.000
	N	30	30	30	30	30	30
MI8	Pearson Correlation	.337*	.510	.393*	.408	.323*	.704

	Sig. (2-tailed)	.069	.004	.031	.025	.081	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.255*	.504**	.458	.442**	.438**	.723*
MI9	Sig. (2-tailed)	.174	.005	.011	.015	.016	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.315*	.414**	.293*	.455	.414	.697
MI10	Sig. (2-tailed)	.090	.023	.116	.012	.023	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.458**	.448	.272**	.275	.386	.682*
MI11	Sig. (2-tailed)	.011	.013	.146	.142	.035	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.293	.608**	.289**	.433	.410	.710
MI12	Sig. (2-tailed)	.116	.000	.122	.017	.025	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.528*	.626	.302**	.284	.561**	.734**
MI13	Sig. (2-tailed)	.003	.000	.105	.129	.001	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.504**	.719**	.623	.645**	.719**	.811*
MI14	Sig. (2-tailed)	.005	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	1**	.582	.487**	.485*	.449*	.647**
MI15	Sig. (2-tailed)		.001	.006	.007	.013	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.582**	1	.542*	.520	.527**	.756**
MI16	Sig. (2-tailed)	.001		.002	.003	.003	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.487**	.542	1	.857**	.674	.672
MI17	Sig. (2-tailed)	.006	.002		.000	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.485**	.520	.857*	1**	.592	.712
MI18	Sig. (2-tailed)	.007	.003	.000		.001	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.449**	.527	.674*	.592*	1**	.721*
MI19	Sig. (2-tailed)	.013	.003	.000	.001		.000
	N	30	30	30	30	30	30
	Pearson Correlation	.647**	.756**	.672**	.712**	.721**	1**
TOTAL	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

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

RELIABILITY

```

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/SUMMARY=TOTAL.

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UNIVERSITI MALAYSIA

Reliability

Notes

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Missing Value Handling	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.942	19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MI1	72.93	87.030	.705	.938
MI2	73.17	88.902	.462	.943
MI3	73.03	86.792	.656	.939
MI4	73.17	88.144	.622	.939
MI5	72.83	87.178	.636	.939
MI6	72.90	86.783	.618	.939
MI7	72.90	86.852	.750	.937
MI8	72.83	86.833	.661	.938
MI9	72.73	87.168	.684	.938
MI10	72.80	87.890	.658	.939
MI11	72.83	87.178	.636	.939
MI12	72.83	87.316	.670	.938
MI13	72.90	86.852	.696	.938
MI14	73.07	86.133	.784	.936
MI15	73.10	88.231	.600	.940
MI16	72.77	86.875	.722	.937
MI17	72.83	87.868	.628	.939
M18	73.00	88.069	.676	.938
M19	72.77	87.357	.684	.938

**APPENDIX K
VALIDITY AND RELIABILITY DATA OF Z VARIABLE**

```

CORRELATIONS
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PER14 PER15 PER16 PER17 PER18 PER19 PER20 TOTAL
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Correlations

Notes	
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Missing Value Handling	User-defined missing values are treated as missing. Statistics for each pair of variables are based on all the cases with valid data for that pair.
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[DataSet1] D:\QT Rvisi\Riset Hasil\New folder\Uji coba intrstrument validitas persesi.sav

Correlations

		PER 1	PER 2	PER 3	PER 4	PER 5	PER 6	PER 7	PER 8	PER 9	PER 10	PER 11	PER 12	PER 13	PER 14
PE R1	Pearson Correlation	1	.554*	.608*	.799*	.537*	.686*	.559*	.575*	.407*	.509*	.472*	.586*	.575*	.546**
	Sig. (2-tailed)		.001	.000	.000	.002	.000	.001	.001	.026	.004	.009	.001	.001	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R2	Pearson Correlation	.554**	1	.778*	.561*	.172	.546*	.252	.429*	.229	.501*	.538*	.633*	.597*	.366*
	Sig. (2-tailed)	.001		.000	.001	.364	.002	.180	.018	.224	.005	.002	.000	.000	.047
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R3	Pearson Correlation	.608**	.778*	1	.553*	.322	.540*	.378*	.526*	.239	.488*	.668*	.766*	.734*	.263
	Sig. (2-tailed)	.000	.000		.002	.083	.002	.040	.003	.203	.006	.000	.000	.000	.160
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R4	Pearson Correlation	.799**	.561*	.553*	1	.545*	.700*	.483*	.641*	.316	.641*	.554*	.473*	.643*	.500**
	Sig. (2-tailed)	.000	.001	.002		.002	.000	.007	.000	.089	.000	.001	.008	.000	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R5	Pearson Correlation	.537**	.172	.322	.545*	1	.768*	.597*	.272	.211	.201	.318	.318	.589*	.414*
	Sig. (2-tailed)	.002	.364	.083	.002		.000	.001	.146	.263	.287	.087	.087	.001	.023
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R6	Pearson Correlation	.686**	.546*	.540*	.700*	.768*	1	.465*	.492*	.224	.396*	.337	.527*	.814*	.568**
	Sig. (2-tailed)	.000	.002	.002	.000	.000		.010	.006	.235	.030	.069	.003	.000	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R7	Pearson Correlation	.559**	.252	.378*	.483*	.597*	.465*	1	.346	.614*	.373*	.556*	.346	.393*	.653**
	Sig. (2-tailed)	.001	.180	.040	.007	.001	.010		.061	.000	.042	.001	.061	.032	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R8	Pearson Correlation	.575**	.429*	.526*	.641*	.272	.492*	.346	1	.352	.741*	.527*	.403*	.446*	.420*
	Sig. (2-tailed)	.001	.018	.003	.000	.146	.006	.061		.056	.000	.003	.027	.014	.021
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

PE R9	Pearson Correlation	.407*	.229	.239	.316	.211	.224	.614*	.352	1	.431*	.431*	.219	.130	.617**
	Sig. (2-tailed)	.026	.224	.203	.089	.263	.235	.000	.056		.018	.017	.246	.495	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R10	Pearson Correlation	.509**	.501*	.488*	.641*	.201	.396*	.373*	.741*	.431*	1	.696*	.411*	.331	.310
	Sig. (2-tailed)	.004	.005	.006	.000	.287	.030	.042	.000	.018		.000	.024	.074	.096
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R11	Pearson Correlation	.472**	.538*	.668*	.554*	.318	.337	.556*	.527*	.431*	.696*	1	.571*	.410*	.295
	Sig. (2-tailed)	.009	.002	.000	.001	.087	.069	.001	.003	.017	.000		.001	.025	.113
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R12	Pearson Correlation	.586**	.633*	.766*	.473*	.318	.527*	.346	.403*	.219	.411*	.571*	1	.718*	.451*
	Sig. (2-tailed)	.001	.000	.000	.008	.087	.003	.061	.027	.246	.024	.001		.000	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R13	Pearson Correlation	.575**	.597*	.734*	.643*	.589*	.814*	.393*	.446*	.130	.331	.410*	.718*	1	.512**
	Sig. (2-tailed)	.001	.000	.000	.000	.001	.000	.032	.014	.495	.074	.025	.000		.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R14	Pearson Correlation	.546**	.366*	.263	.500*	.414*	.568*	.653*	.420*	.617*	.310	.295	.451*	.512*	1
	Sig. (2-tailed)	.002	.047	.160	.005	.023	.001	.000	.021	.000	.096	.113	.012	.004	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R15	Pearson Correlation	.452*	.382*	.423*	.401*	.431*	.578*	.538*	.641*	.373*	.461*	.554*	.535*	.581*	.563**
	Sig. (2-tailed)	.012	.037	.020	.028	.018	.001	.002	.000	.042	.010	.001	.002	.001	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R16	Pearson Correlation	.526**	.559*	.537*	.445*	.237	.587*	.348	.524*	.395*	.445*	.450*	.703*	.654*	.680**
	Sig. (2-tailed)	.003	.001	.002	.014	.207	.001	.060	.003	.031	.014	.013	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R17	Pearson Correlation	.349	.180	.306	.316	.433*	.402*	.538*	.444*	.325	.316	.562*	.399*	.377*	.429*
	Sig. (2-tailed)	.059	.341	.100	.089	.017	.028	.002	.014	.080	.089	.001	.029	.040	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

PE R18	Pearson Correlation	.586**	.199	.293	.535*	.437*	.590*	.517*	.559*	.457*	.535*	.349	.353	.458*	.517**
	Sig. (2-tailed)	.001	.293	.116	.002	.016	.001	.003	.001	.011	.002	.058	.055	.011	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R19	Pearson Correlation	.643**	.383*	.514*	.576*	.307	.481*	.375*	.621*	.503*	.576*	.425*	.266	.467*	.392*
	Sig. (2-tailed)	.000	.037	.004	.001	.099	.007	.041	.000	.005	.001	.019	.156	.009	.032
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
PE R20	Pearson Correlation	.427*	.488*	.389*	.454*	.343	.546*	.569*	.469*	.401*	.454*	.524*	.422*	.523*	.643**
	Sig. (2-tailed)	.019	.006	.034	.012	.063	.002	.001	.009	.028	.012	.003	.020	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TO TA L	Pearson Correlation	.800**	.649*	.718*	.784*	.601*	.790*	.703*	.736*	.554*	.689*	.717*	.701*	.763*	.712**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlations

	PER15	PER16	PER17	PER18	PER19	PER20	TOTAL
PER1	Pearson Correlation	.452	.526**	.349**	.586**	.643**	.427**
	Sig. (2-tailed)	.012	.003	.059	.001	.000	.019
	N	30	30	30	30	30	30
PER2	Pearson Correlation	.382**	.559	.180**	.199**	.383	.488**
	Sig. (2-tailed)	.037	.001	.341	.293	.037	.006
	N	30	30	30	30	30	30
PER3	Pearson Correlation	.423**	.537**	.306	.293**	.514	.389**
	Sig. (2-tailed)	.020	.002	.100	.116	.004	.034
	N	30	30	30	30	30	30
PER4	Pearson Correlation	.401**	.445**	.316**	.535	.576**	.454**
	Sig. (2-tailed)	.028	.014	.089	.002	.001	.012
	N	30	30	30	30	30	30
PER5	Pearson Correlation	.431**	.237	.433	.437**	.307	.343**
	Sig. (2-tailed)	.018	.207	.017	.016	.099	.063
	N	30	30	30	30	30	30

	Pearson Correlation	.578**	.587**	.402**	.590**	.481**	.546	.790**
PER6	Sig. (2-tailed)	.001	.001	.028	.001	.007	.002	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.538**	.348	.538*	.517**	.375**	.569**	.703
PER7	Sig. (2-tailed)	.002	.060	.002	.003	.041	.001	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.641**	.524*	.444**	.559**	.621	.469**	.736
PER8	Sig. (2-tailed)	.000	.003	.014	.001	.000	.009	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.373*	.395	.325	.457	.503	.401	.554**
PER9	Sig. (2-tailed)	.042	.031	.080	.011	.005	.028	.001
	N	30	30	30	30	30	30	30
	Pearson Correlation	.461**	.445**	.316**	.535**	.576	.454*	.689*
PER10	Sig. (2-tailed)	.010	.014	.089	.002	.001	.012	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.554**	.450**	.562**	.349**	.425	.524	.717**
PER11	Sig. (2-tailed)	.001	.013	.001	.058	.019	.003	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.535**	.703**	.399**	.353**	.266	.422**	.701
PER12	Sig. (2-tailed)	.002	.000	.029	.055	.156	.020	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.581**	.654**	.377**	.458**	.467**	.523**	.763*
PER13	Sig. (2-tailed)	.001	.000	.040	.011	.009	.003	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.563**	.680*	.429	.517**	.392*	.643**	.712**
PER14	Sig. (2-tailed)	.001	.000	.018	.003	.032	.000	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	1*	.693*	.768*	.597*	.345*	.752**	.779**
PER15	Sig. (2-tailed)		.000	.000	.000	.062	.000	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.693**	1**	.404**	.617*	.529	.674**	.761
PER16	Sig. (2-tailed)	.000		.027	.000	.003	.000	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.768	.404	1	.457	.217*	.664*	.631**
PER17	Sig. (2-tailed)	.000	.027		.011	.249	.000	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.597**	.617	.457	1**	.665*	.670**	.728**
PER18	Sig. (2-tailed)	.000	.000	.011		.000	.000	.000
	N	30	30	30	30	30	30	30

	Pearson Correlation	.345**	.529*	.217**	.665**	1	.459**	.676*
PER19	Sig. (2-tailed)	.062	.003	.249	.000		.011	.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.752*	.674**	.664*	.670*	.459	1**	.762**
PER20	Sig. (2-tailed)	.000	.000	.000	.000	.011		.000
	N	30	30	30	30	30	30	30
	Pearson Correlation	.779**	.761**	.631**	.728**	.676**	.762**	1**
TOTAL	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

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

RELIABILITY

/VARIABLES=PER1 PER2 PER3 PER4 PER5 PER6 PER7 PER8 PER9 PER10 PER11 PER12 PER13
 PER14 PER15 PER16 PER17 PER18 PER19 PER20
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /SUMMARY=TOTAL.

Reliability

Notes

Output Created		31-DEC-2021 16:13:09
Comments		
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	Active Dataset	DataSet1
	Filter	<none>
Input	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax	RELIABILITY /VARIABLES=PER1 PER2 PER3 PER4 PER5 PER6 PER7 PER8 PER9 PER10 PER11 PER12 PER13 PER14 PER15 PER16 PER17 PER18 PER19 PER20 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.	
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	Elapsed Time	00:00:00.01

[DataSet1] D:\QT Rvisi\Riset Hasil\New folder\Uji coba intrstrument validitas persesi.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.948	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PER1	77.20	98.924	.771	.943
PER2	77.07	101.720	.605	.946
PER3	77.10	101.472	.683	.945
PER4	77.17	99.592	.754	.944
PER5	77.10	102.162	.550	.947
PER6	77.10	99.679	.761	.944
PER7	77.53	99.982	.659	.945
PER8	77.20	98.303	.692	.945
PER9	77.43	102.944	.499	.948
PER10	77.17	101.109	.648	.945

PER11	77.20	102.303	.685	.945
PER12	77.13	101.292	.664	.945
PER13	77.03	100.378	.732	.944
PER14	77.23	101.289	.676	.945
PER15	77.17	99.661	.749	.944
PER16	77.07	103.030	.738	.945
PER17	77.47	101.499	.582	.947
PER18	77.13	100.878	.693	.945
PER19	77.10	103.472	.644	.946
PER20	77.47	99.913	.729	.944

UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية الماليزية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

APPENDIX L
VALIDITY AND RELIABILITY DATA OF Y VARIABLE

GET

FILE='D:\QT Rvisi\Riset Hasil\New folder\Uji coba instrument validitas Engagement.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

CORRELATIONS

/VARIABLES=E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16 E17 E18 E19 TOTAL

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

[DataSet1] D:\QT Rvisi\Riset Hasil\New folder\Uji coba instrument validitas Engagement.sav

Correlations

		E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14
E1	Pearson Correlation	1	.457*	.593*	.548*	.642*	.554*	.743*	.639*	.507*	.465*	.536*	.245	.431*	.515**
	Sig. (2-tailed)		.011	.001	.002	.000	.001	.000	.000	.004	.010	.002	.193	.018	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E2	Pearson Correlation	.457*	1	.646*	.507*	.492*	.443*	.359	.559*	.511*	.518*	.453*	.358	.368*	.480**
	Sig. (2-tailed)	.011		.000	.004	.006	.014	.052	.001	.004	.003	.012	.052	.045	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E3	Pearson Correlation	.593**	.646*	1	.691*	.697*	.478*	.550*	.646*	.635*	.663*	.505*	.488*	.634*	.604**
	Sig. (2-tailed)	.001	.000		.000	.000	.008	.002	.000	.000	.000	.004	.006	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E4	Pearson Correlation	.548**	.507*	.691*	1	.644*	.442*	.385*	.598*	.286	.772*	.676*	.523*	.726*	.497**
	Sig. (2-tailed)	.002	.004	.000		.000	.014	.036	.000	.125	.000	.000	.003	.000	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E5	Pearson Correlation	.642**	.492*	.697*	.644*	1	.568*	.766*	.668*	.607*	.647*	.465*	.243	.569*	.353
	Sig. (2-tailed)	.000	.006	.000	.000		.001	.000	.000	.000	.000	.010	.197	.001	.055
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E6	Pearson Correlation	.554**	.443*	.478*	.442*	.568*	1	.818*	.641*	.661*	.504*	.441*	.381*	.424*	.566**

	Sig. (2-tailed)	.001	.014	.008	.014	.001		.000	.000	.000	.004	.015	.038	.019	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.743**	.359	.550*	.385*	.766*	.818*	1	.708*	.798*	.505*	.293	.215	.385*	.526**
E7	Sig. (2-tailed)	.000	.052	.002	.036	.000	.000		.000	.000	.004	.116	.254	.036	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.639**	.559*	.646*	.598*	.668*	.641*	.708*	1	.620*	.573*	.437*	.289	.548*	.753**
E8	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000		.000	.001	.016	.121	.002	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.507**	.511*	.635*	.286	.607*	.661*	.798*	.620*	1	.630*	.225	.335	.336	.522**
E9	Sig. (2-tailed)	.004	.004	.000	.125	.000	.000	.000	.000		.000	.232	.070	.070	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.465**	.518*	.663*	.772*	.647*	.504*	.505*	.573*	.630*	1	.494*	.523*	.599*	.416*
E10	Sig. (2-tailed)	.010	.003	.000	.000	.000	.004	.004	.001	.000		.006	.003	.000	.022
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.536**	.453*	.505*	.676*	.465*	.441*	.293	.437*	.225	.494*	1	.698*	.793*	.453*
E11	Sig. (2-tailed)	.002	.012	.004	.000	.010	.015	.116	.016	.232	.006		.000	.000	.012
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.245	.358	.488*	.523*	.243	.381*	.215	.289	.335	.523*	.698*	1	.829*	.478**
E12	Sig. (2-tailed)	.193	.052	.006	.003	.197	.038	.254	.121	.070	.003	.000		.000	.008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.431*	.368*	.634*	.726*	.569*	.424*	.385*	.548*	.336	.599*	.793*	.829*	1	.585**
E13	Sig. (2-tailed)	.018	.045	.000	.000	.001	.019	.036	.002	.070	.000	.000	.000		.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.515**	.480*	.604*	.497*	.353	.566*	.526*	.753*	.522*	.416*	.453*	.478*	.585*	1
E14	Sig. (2-tailed)	.004	.007	.000	.005	.055	.001	.003	.000	.003	.022	.012	.008	.001	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
E15	Pearson Correlation	.563**	.309	.490*	.454*	.279	.521*	.500*	.534*	.435*	.353	.506*	.532*	.556*	.834**

	Sig. (2-tailed)	.001	.096	.006	.012	.135	.003	.005	.002	.016	.056	.004	.002	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.604**	.419*	.457*	.690*	.551*	.582*	.546*	.395*	.384*	.490*	.589*	.407*	.453*	.447*
E16	Sig. (2-tailed)	.000	.021	.011	.000	.002	.001	.002	.031	.036	.006	.001	.025	.012	.013
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.730**	.482*	.495*	.396*	.445*	.585*	.608*	.544*	.557*	.463*	.584*	.368*	.468*	.678**
E17	Sig. (2-tailed)	.000	.007	.005	.030	.014	.001	.000	.002	.001	.010	.001	.046	.009	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.601**	.428*	.532*	.249	.386*	.538*	.621*	.536*	.602*	.279	.127	.067	.063	.552**
E18	Sig. (2-tailed)	.000	.018	.002	.185	.035	.002	.000	.002	.000	.135	.502	.726	.742	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.655**	.531*	.571*	.596*	.358	.434*	.435*	.621*	.400*	.486*	.556*	.450*	.516*	.767**
E19	Sig. (2-tailed)	.000	.003	.001	.001	.052	.017	.016	.000	.029	.007	.001	.013	.004	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.790**	.649*	.800*	.755*	.734*	.761*	.773*	.807*	.712*	.729*	.702*	.600*	.734*	.795**
TO TA L	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Correlations

		E15	E16	E17	E18	E19	TOTAL
E1	Pearson Correlation	.563	.604*	.730**	.601**	.655**	.790**
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
E2	Pearson Correlation	.309*	.419	.482**	.428**	.531**	.649*
	Sig. (2-tailed)	.096	.021	.007	.018	.003	.000
	N	30	30	30	30	30	30
E3	Pearson Correlation	.490**	.457**	.495	.532**	.571**	.800**
	Sig. (2-tailed)	.006	.011	.005	.002	.001	.000
	N	30	30	30	30	30	30
E4	Pearson Correlation	.454**	.690**	.396**	.249	.596**	.755*

	Sig. (2-tailed)	.012	.000	.030	.185	.001	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.279**	.551**	.445**	.386**	.358	.734**
E5	Sig. (2-tailed)	.135	.002	.014	.035	.052	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.521**	.582*	.585**	.538*	.434**	.761
E6	Sig. (2-tailed)	.003	.001	.001	.002	.017	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.500**	.546	.608**	.621*	.435**	.773**
E7	Sig. (2-tailed)	.005	.002	.000	.000	.016	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.534**	.395**	.544**	.536**	.621**	.807**
E8	Sig. (2-tailed)	.002	.031	.002	.002	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.435**	.384**	.557**	.602	.400**	.712**
E9	Sig. (2-tailed)	.016	.036	.001	.000	.029	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.353**	.490**	.463**	.279**	.486**	.729**
E10	Sig. (2-tailed)	.056	.006	.010	.135	.007	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.506**	.589*	.584**	.127**	.556**	.702*
E11	Sig. (2-tailed)	.004	.001	.001	.502	.001	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.532	.407	.368**	.067**	.450	.600*
E12	Sig. (2-tailed)	.002	.025	.046	.726	.013	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.556*	.453*	.468**	.063**	.516**	.734*
E13	Sig. (2-tailed)	.001	.012	.009	.742	.004	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.834**	.447**	.678**	.552**	.767	.795**
E14	Sig. (2-tailed)	.000	.013	.000	.002	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	1**	.552	.745**	.569*	.748	.761**
E15	Sig. (2-tailed)		.002	.000	.001	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.552**	1*	.459*	.438**	.611**	.721**
E16	Sig. (2-tailed)	.002		.011	.015	.000	.000
	N	30	30	30	30	30	30
E17	Pearson Correlation	.745**	.459**	1**	.543*	.692*	.782**

	Sig. (2-tailed)	.000	.011		.002	.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.569**	.438*	.543**	1	.625*	.624**
E18	Sig. (2-tailed)	.001	.015	.002		.000	.000
	N	30	30	30	30	30	30
	Pearson Correlation	.748**	.611**	.692**	.625**	1	.791*
E19	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30
	Pearson Correlation	.761**	.721**	.782**	.624**	.791**	1**
TOTAL	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

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

** . Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY

/VARIABLES=E1 E2 E3 E4 E5 E6 E7 E8 E9 E10 E11 E12 E13 E14 E15 E16 E17 E18 E19

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/SUMMARY=TOTAL.

Reliability

[DataSet1] D:\QT Rvisi\Riset Hasil\New folder\Uji coba instrument validitas participation.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.953	19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1	70.9000	91.403	.760	.950
E2	70.6333	95.757	.615	.952
E3	70.7667	92.737	.775	.950
E4	70.7667	92.599	.723	.951
E5	70.9333	92.616	.699	.951
E6	70.9667	90.723	.724	.951
E7	70.9333	90.754	.738	.950
E8	70.7667	91.151	.779	.950
E9	70.7333	93.582	.678	.951
E10	70.7000	93.803	.698	.951
E11	71.2000	92.993	.663	.951
E12	71.0000	94.690	.553	.953
E13	71.0333	92.585	.698	.951
E14	70.8667	90.326	.762	.950
E15	71.2000	90.303	.722	.951
E16	71.0000	92.345	.682	.951
E17	71.0333	90.585	.748	.950
E18	70.8667	95.292	.585	.952
E19	70.7000	91.528	.761	.950

APPENDIX M
DATA OF STUDENT COMPETENCIES

No	Name	School Origin	Gender	PTS Score
1	Ins.1	1	Perempuan	85
2	Ins.2	1	Laki-laki	88
3	Ins.3	1	Laki-laki	85
4	Ins.4	1	Perempuan	85
5	Ins.5	1	Perempuan	95
6	Ins.6	1	Perempuan	80
7	Ins.7	1	Laki-laki	80
8	Ins.8	1	Laki-laki	90
9	Ins.9	1	Laki-laki	80
10	Ins.10	1	Perempuan	90
11	Ins.11	1	Laki-laki	95
12	Ins.12	1	Laki-laki	90
13	Ins.13	1	Perempuan	80
14	Ins.14	1	Laki-laki	80
15	Ins.15	1	Laki-laki	95
16	Ins.16	1	Perempuan	90
17	Ins.17	1	Perempuan	90
18	Ins.18	1	Perempuan	95
19	Ins.19	1	Laki-laki	95
20	Ins.20	1	Perempuan	80
21	Ins.21	1	Perempuan	90
22	Ins.22	1	Laki-laki	85
23	Ins.23	1	Laki-laki	78
24	Ins.24	1	Perempuan	97
25	Ins.25	1	Perempuan	70
26	Ins.26	1	Laki-laki	94
27	Ins.27	1	Laki-laki	85
28	Ins.28	1	Laki-laki	90
29	Ins.29	1	Perempuan	90
30	Ins.30	1	Laki-laki	85
31	Ins.31	1	Laki-laki	80

32	Ins.32	1	Perempuan	90
33	Ins.33	1	Laki-laki	87
34	Ins.34	1	Perempuan	85
35	Ins.35	1	Perempuan	70
36	Ins.36	1	Perempuan	70
37	Ins.37	1	Laki-laki	97
38	Ins.38	1	Perempuan	97
39	Ins.39	1	Perempuan	97
40	Ins.40	1	Perempuan	92
41	Ins.41	1	Perempuan	90
42	Ins.42	1	Laki-laki	95
43	Ins.43	1	Laki-laki	100
44	Ins.44	1	Laki-laki	77
45	Ins.45	1	Laki-laki	72
46	Ins.46	1	Perempuan	65
47	Ins.47	1	Laki-laki	100
48	Ins.48	1	Laki-laki	82
49	Ins.49	1	Laki-laki	100
50	Ins.50	1	Perempuan	92
51	Ins.51	1	Laki-laki	97
52	Ins.52	1	Perempuan	85
53	Ins.53	1	Laki-laki	87
54	Ins.54	1	Laki-laki	92
55	Ins.55	2	Laki-laki	90
56	Ins.56	2	Laki-laki	90
57	Ins.57	2	Laki-laki	94
58	Ins.58	2	Perempuan	82
59	Ins.59	2	Laki-laki	94
60	Ins.60	2	Laki-laki	92
61	Ins.61	2	Perempuan	92
62	Ins.62	2	Perempuan	90
63	Ins.63	2	Laki-laki	100
64	Ins.64	2	Perempuan	98
65	Ins.65	2	Laki-laki	90

66	Ins.66	2	Perempuan	100
67	Ins.67	2	Perempuan	98
68	Ins.68	2	Perempuan	100
69	Ins.69	2	Laki-laki	92
70	Ins.70	2	Perempuan	70
71	Ins.71	2	Laki-laki	96
72	Ins.72	2	Laki-laki	98
73	Ins.73	2	Laki-laki	78
74	Ins.74	2	Laki-laki	94
75	Ins.75	2	Perempuan	70
76	Ins.76	2	Perempuan	84
77	Ins.77	2	Perempuan	78
78	Ins.78	2	Perempuan	100
79	Ins.79	2	Perempuan	92
80	Ins.80	2	Perempuan	90
81	Ins.81	2	Laki-laki	76
82	Ins.82	2	Laki-laki	100
83	Ins.83	2	Perempuan	100
84	Ins.84	2	Perempuan	90
85	Ins.85	2	Perempuan	96
86	Ins.86	2	Laki-laki	94
87	Ins.87	2	Perempuan	96
88	Ins.88	2	Perempuan	92
89	Ins.89	2	Perempuan	98
90	Ins.90	2	Perempuan	100
91	Ins.91	2	Perempuan	94
92	Ins.92	2	Laki-laki	78
93	Ins.93	2	Perempuan	100
94	Ins.94	2	Laki-laki	96
95	Ins.95	2	Laki-laki	88
96	Ins.96	2	Perempuan	72
97	Ins.97	2	Laki-laki	74
98	Ins.98	2	Perempuan	96
99	Ins.99	2	Laki-laki	90

100	Ins.100	2	Laki-laki	98
101	Ins.101	2	Perempuan	98
102	Ins.102	2	Laki-laki	90
103	Ins.103	2	Laki-laki	94
104	Ins.104	2	Perempuan	88
105	Ins.105	2	Laki-laki	94
106	Ins.106	2	Perempuan	90
107	Ins.107	2	Laki-laki	92
108	Ins.108	2	Perempuan	100
109	Ins.109	2	Perempuan	80
110	Ins.110	2	Perempuan	90
111	Ins.111	2	Perempuan	90
112	Ins.112	2	Laki-laki	92
113	Ins.113	2	Perempuan	82
114	Ins.114	2	Perempuan	90
115	Ins.115	2	Perempuan	86
116	Ins.116	2	Laki-laki	90
117	Ins.117	2	Laki-laki	100
118	Ins.118	2	Laki-laki	94
119	Ins.119	2	Laki-laki	94
120	Ins.120	2	Laki-laki	90
121	Ins.121	2	Laki-laki	100
122	Ins.122	2	Perempuan	98
123	Ins.123	2	Laki-laki	92
124	Ins.124	2	Perempuan	93
125	Ins.125	2	Perempuan	82
126	Ins.126	2	Perempuan	93
127	Ins.127	2	Laki-laki	93
128	Ins.128	2	Perempuan	77
129	Ins.129	2	Laki-laki	79
130	Ins.130	2	Laki-laki	81
131	Ins.131	2	Laki-laki	88
132	Ins.132	2	Laki-laki	89
133	Ins.133	2	Laki-laki	90

134	Ins.134	2	Laki-laki	91
135	Ins.135	2	Perempuan	88
136	Ins. 136	2	Perempuan	88
137	Ins 137	2	Perempuan	93
138	Ins 138	2	Perempuan	92
139	Ins 139	2	Laki-laki	92
140	Ins 140	2	Laki-laki	93
141	Ins. 141	2	Perempuan	85
142	Ins. 142	2	Laki-laki	95
143	Ins. 143	2	Laki-laki	90
144	Ins. 144	2	Perempuan	90
145	Ins 145	2	Perempuan	87
146	Ins. 146	2	Laki-laki	92
147	Ins. 147	2	Laki-laki	92
148	Ins 148	2	Perempuan	85
149	Ins. 149	2	Laki-laki	94
150	Ins. 150	2	Perempuan	90
151	Ins. 151	2	Perempuan	85
152	Ins. 152	2	Perempuan	80
153	Ins 153	2	Laki-laki	95
154	Ins 154	2	Perempuan	95
155	Ins 155	2	Laki-laki	80
156	Ins 156	2	Laki-laki	90
157	Ins 157	2	Laki-laki	70
158	Ins 158	2	Perempuan	85
159	Ins 159	2	Laki-laki	90
160	Ins 160	2	Perempuan	90
161	Ins 161	2	Perempuan	85
162	Ins 162	2	Laki-laki	80
163	Ins 163	2	Perempuan	90
164	Ins 164	2	Perempuan	97
165	Ins 165	2	Perempuan	70
166	Ins 166	2	Perempuan	85
167	Ins 167	2	Laki-laki	97

168	Ins 168	2	Laki-laki	92
169	Ins 169	2	Perempuan	90
170	Ins 170	2	Perempuan	97
171	Ins 171	2	Laki-laki	87
172	Ins 172	2	Perempuan	78
173	Ins 173	2	Perempuan	80
174	Ins 174	2	Laki-laki	100
175	Ins 175	2	Perempuan	84
176	Ins 176	2	Perempuan	72
177	Ins 176	2	Perempuan	65
178	Ins 178	2	Perempuan	88
179	Ins 179	2	Perempuan	92
180	Ins 180	2	Laki-laki	97
181	Ins 181	2	Laki-laki	85
182	Ins 182	2	Perempuan	81
183	Ins 183	2	Perempuan	80
184	Ins 184	2	Laki-laki	90
185	Ins 185	2	Laki-laki	90
186	Ins 186	2	Laki-laki	86
187	Ins 187	2	Perempuan	82
188	Ins 188	2	Perempuan	80
189	Ins 189	2	Laki-laki	84
190	Ins 190	2	Perempuan	70
191	Ins 191	2	Perempuan	96
192	Ins 192	2	Laki-laki	98
193	Ins 193	2	Laki-laki	78
194	Ins 194	2	Laki-laki	94
195	Ins 195	2	Laki-laki	80
196	Ins 196	2	Laki-laki	88
197	Ins 197	2	Laki-laki	78
198	Ins 198	2	Perempuan	100
199	Ins 199	2	Perempuan	92
200	Ins 200	2	Laki-laki	90
201	Ins 201	2	Laki-laki	100

202	Ins 202	2	Perempuan	80
203	Ins 203	2	Perempuan	90
204	Ins 204	2	Laki-laki	85
205	Ins 205	2	Perempuan	80

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 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

APPENDIX N
NORMALITY, LINEARITY AND HYPOTHESIS TEST INTERACTIVE
MULTIMEDIA TO STUDENTS' COMPETENCES

```
GET
FILE='D:\QT Rvisi\Revisi 16.2,22\Regresi linier revisi.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
NPAR TESTS
/K-S(NORMAL)=RES_1
/MISSING ANALYSIS.
```

NPar Tests

Notes		13-MAY-2023 09:44:21
Output Created		
Comments		
Input	Data	D:\QT Rvisi\Revisi 16.2,22\Regresi linier revisi.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPAR TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02
	Number of Cases Allowed ^a	196608

a. Based on availability of workspace memory.

[DataSet1] D:\QT Rvisi\Revisi 16.2,22\Regresi linier revisi.sav

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		205
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.91819517
Most Extreme Differences	Absolute	.093
	Positive	.051
	Negative	-.093
Kolmogorov-Smirnov Z		1.335
Asymp. Sig. (2-tailed)		.057

a. Test distribution is Normal.
b. Calculated from data.

```

REGRESSION
/DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA COLLIN TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT Y
/METHOD=ENTER X
/SCATTERPLOT=(*SRESID ,*ZPRED)
/RESIDUALS DURBIN HISTOGRAM(ZRESID) NORMPROB(ZRESID).

```

Regression

Notes

Output Created		13-MAY-2023 09:45:29
Comments		
Input	Data	D:\QT Rvisi\Revisi 16.2,22\Regresi linier revisi.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	205
	Definition of Missing	User-defined missing values are treated as missing. Statistics are based on cases with no missing values for any variable used.
	Cases Used	
Syntax		REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA COLLIN TOL /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X /SCATTERPLOT=(*SRESID ,*ZPRED) /RESIDUALS DURBIN HISTOGRAM(ZRESID) NORMPROB(ZRESID).
Resources	Processor Time	00:00:02.48
	Elapsed Time	00:00:02.13
	Memory Required	1380 bytes
	Additional Memory Required for Residual Plots	912 bytes

[DataSet1] D:\QT Rvisi\Revisi 16.2,22\Regresi linier revisi.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Kompetensi	88.5366	8.01254	205
Interactive_multimedia	75.8341	11.80818	205

Correlations

		Kompetensi	Interactive_multimedia
Pearson Correlation	Kompetensi	1.000	.153
	Interactive_multimedia	.153	1.000
Sig. (1-tailed)	Kompetensi	.	.014
	Interactive_multimedia	.014	.
N	Kompetensi	205	205
	Interactive_multimedia	205	205

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Interactive_multimedia ^b	.	Enter

a. Dependent Variable: Kompetensi

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson

1	.153 ^a	.023	.019	7.93767	1.817
---	-------------------	------	------	---------	-------

a. Predictors: (Constant), Interactive_multimedia

b. Dependent Variable: Kompetensi

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	306.621	1	306.621	4.866	.029 ^b
	Residual	12790.354	203	63.007		
	Total	13096.976	204			

a. Dependent Variable: Kompetensi

b. Predictors: (Constant), Interactive_multimedia

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	80.663	3.612		22.333	.000	
	Interactive_multimedia	.104	.047	.153	2.206	.029	1.000

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant)	

Interactive_multimedia	1.000
------------------------	-------

a. Dependent Variable: Kompetensi

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Interactive_multimedia
1	1	1.988	1.000	.01	.01
	2	.012	12.953	.99	.99

a. Dependent Variable: Kompetensi

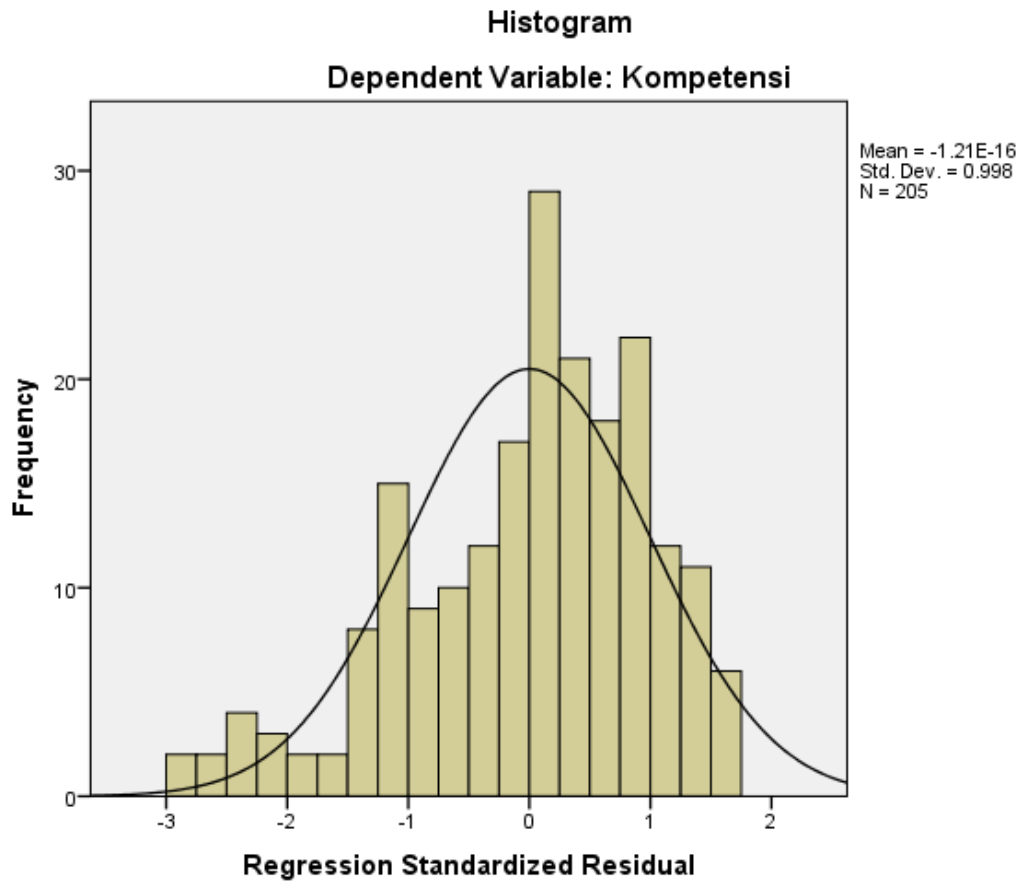
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	85.9582	90.5265	88.5366	1.22599	205
Std. Predicted Value	-2.103	1.623	.000	1.000	205
Standard Error of Predicted Value	.554	1.294	.760	.194	205
Adjusted Predicted Value	85.8479	90.7715	88.5358	1.22712	205
Residual	-23.55380	13.31505	.00000	7.91820	205
Std. Residual	-2.967	1.677	.000	.998	205
Stud. Residual	-2.975	1.691	.000	1.002	205
Deleted Residual	-23.66929	13.53238	.00076	7.99459	205
Stud. Deleted Residual	-3.034	1.699	-.002	1.008	205
Mahal. Distance	.000	4.423	.995	1.030	205
Cook's Distance	.000	.051	.005	.008	205
Centered Leverage Value	.000	.022	.005	.005	205

a. Dependent Variable: Kompetensi

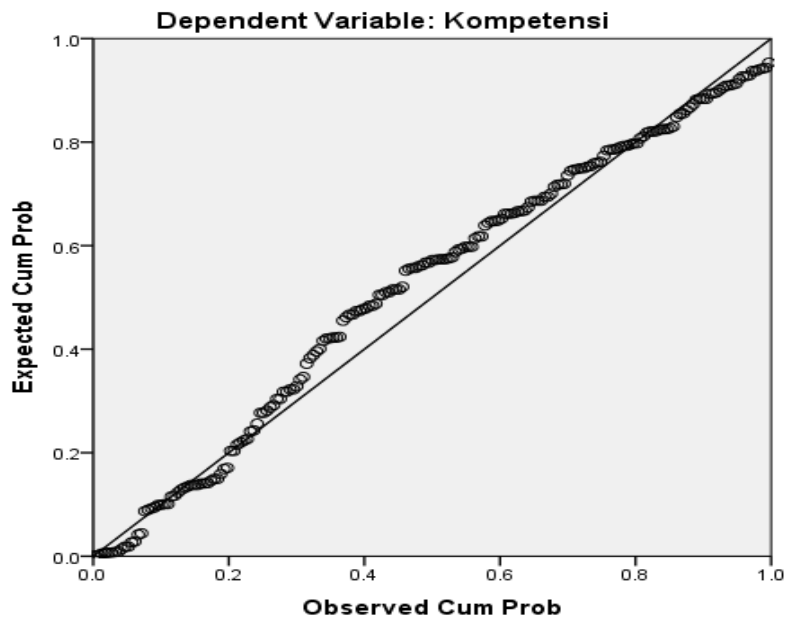
Charts

SIA



UNIVERSITY
جامعة الماليزية
ISLAMIC SCIENCE

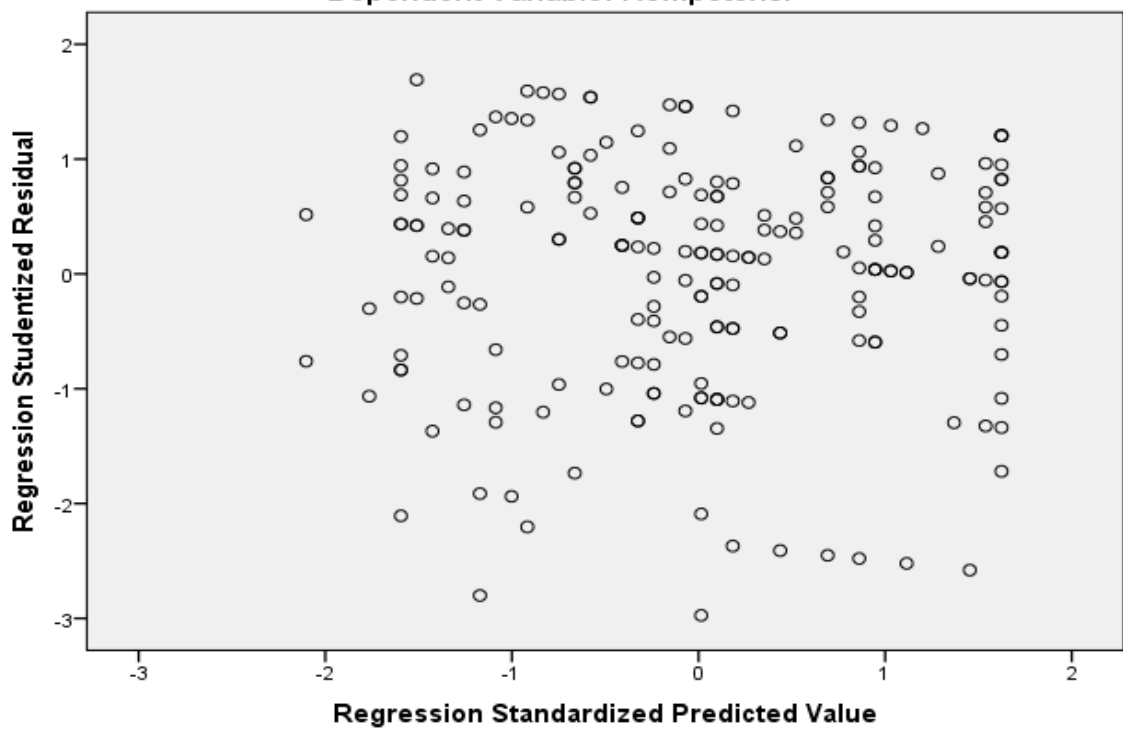
Normal P-P Plot of Regression Standardized Residual



ISLA
وَالْعِلْمُ
OF MAL

Scatterplot

Dependent Variable: Kompetensi



APPENDIX O
OUTPUT OF ANOVA ANALYSES TEST

NPART TESTS
/K-S(NORMAL)=ZRE_1
/MISSING ANALYSIS.

NPar Tests

Notes

Output Created	13-MAY-2023 08:24:25	
Comments		
Input	Data	F:\data uji usia,jk,asal,persepsi_1.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax	NPART TESTS /K-S(NORMAL)=ZRE_1 /MISSING ANALYSIS.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02
	Number of Cases Allowed ^a	196608

a. Based on availability of workspace memory.

DataSet2] F:\data uji usia,jk,asal, persepsi_1.sav

One-Sample Kolmogorov-Smirnov Test

		Standardized Residual for Persepsi
N		205
Normal Parameters ^{a,b}	Mean	.0000
	Std. Deviation	.96508
Most Extreme Differences	Absolute	.051
	Positive	.047
	Negative	-.051
Kolmogorov-Smirnov Z		.733
Asymp. Sig. (2-tailed)		.655

a. Test distribution is Normal.

b. Calculated from data.

UNIANOVA Persepsi BY Jenis_Kelamin Asal_Sekolah Usia

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/SAVE=ZRESID

/CRITERIA=ALPHA(0.05)

/DESIGN=Jenis_Kelamin Asal_Sekolah Usia Jenis_Kelamin*Asal_Sekolah Jenis_Kelamin*Usia Asal_Sekolah*Usia Jenis_Kelamin*Asal_Sekolah*Usia.

Univariate Analysis of Variance

Notes

Output Created		13-MAY-2023 08:32:57
Comments		
Input	Data	F:\data uji usia,jk,asal,persepsi_1.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		UNIANOVA Persepsi BY Jenis_Kelamin Asal_Sekolah Usia /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /SAVE=ZRESID /CRITERIA=ALPHA(0.05) /DESIGN=Jenis_Kelamin Asal_Sekolah Usia Jenis_Kelamin*Asal_Sekolah Jenis_Kelamin*Usia Asal_Sekolah*Usia Jenis_Kelamin*Asal_Sekolah *Usia.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Variables Created or Modified	ZRE_1	Standardized Residual for Persepsi
-------------------------------	-------	------------------------------------

[DataSet2] F:\data uji usia,jk,asal, persepsi_1.sav

Between-Subjects Factors

		Value Label	N
Jenis_Kelamin	1	Laki laki	101
	2	Perempuan	104
Asal_Sekolah	1	Al-Azhar 37	54
	2	Al-Azhar1	151
Usia	1	12 tahun	35
	2	13 tahun	76
	3	14 tahun	55
	4	15 tahun	39

Tests of Between-Subjects Effects

Dependent Variable: Persepsi

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4450.709 ^a	14	317.908	2.277	.007
Intercept	843153.235	1	843153.235	6040.014	.000
Jenis_Kelamin	914.150	1	914.150	6.549	.011
Asal_Sekolah	563.186	1	563.186	4.034	.046
Usia	1325.144	3	441.715	3.164	.026
Jenis_Kelamin * Asal_Sekolah	25.284	1	25.284	.181	.671

Jenis_Kelamin * Usia	791.687	3	263.896	1.890	.133
Asal_Sekolah * Usia	50.054	3	16.685	.120	.949
Jenis_Kelamin * Asal_Sekolah * Usia	312.102	2	156.051	1.118	.329
Error	26522.970	190	139.595		
Total	1348740.00	205			
	0				
Corrected Total	30973.678	204			

a. R Squared = .144 (Adjusted R Squared = .081)

EXAMINE VARIABLES=ZRE_1

/PLOT BOXPLOT STEMLEAF NPLOT

/COMPARE GROUPS

/STATISTICS DESCRIPTIVES

/CINTERVAL 95

/MISSING LISTWISE

/NOTOTAL.

Explore

Notes

Output Created	13-MAY-2023 08:33:46	
Comments		
Input	Data	F:\data uji usia,jk,asal,persepsi_1.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.

	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		<pre> EXAMINE VARIABLES=ZRE_1 /PLOT BOXPLOT STEMLEAF NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL. </pre>
Resources	Processor Time	00:00:02.27
	Elapsed Time	00:00:09.85

[DataSet2] F:\data uji usia,jk,asal, persepsi_1.sav

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Standardized Residual for Persepsi	205	100.0%	0	0.0%	205	100.0%

Descriptives

		Statistic	
Standardized Residual for Persepsi	Mean	.0000	
	95% Confidence Interval for Mean	Lower Bound	-.1329
		Upper Bound	.1329
	5% Trimmed Mean	.0042	
	Median	.0616	
	Variance	.931	
	Std. Deviation	.96508	
	Minimum	-2.28	
	Maximum	2.07	
	Range	4.35	
	Interquartile Range	1.50	
	Skewness	-.085	
	Kurtosis	-.716	

Descriptives

		Std. Error	
Standardized Residual for Persepsi	Mean	.06740	
	95% Confidence Interval for Mean	Lower Bound	
		Upper Bound	
	5% Trimmed Mean		
	Median		
	Variance		

Std. Deviation	
Minimum	
Maximum	
Range	
Interquartile Range	
Skewness	.170
Kurtosis	.338

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Persepsi	.051	205	.200*	.986	205	.041

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Standardized Residual for Persepsi

Standardized Residual for Persepsi Stem-and-Leaf Plot

Frequency Stem & Leaf

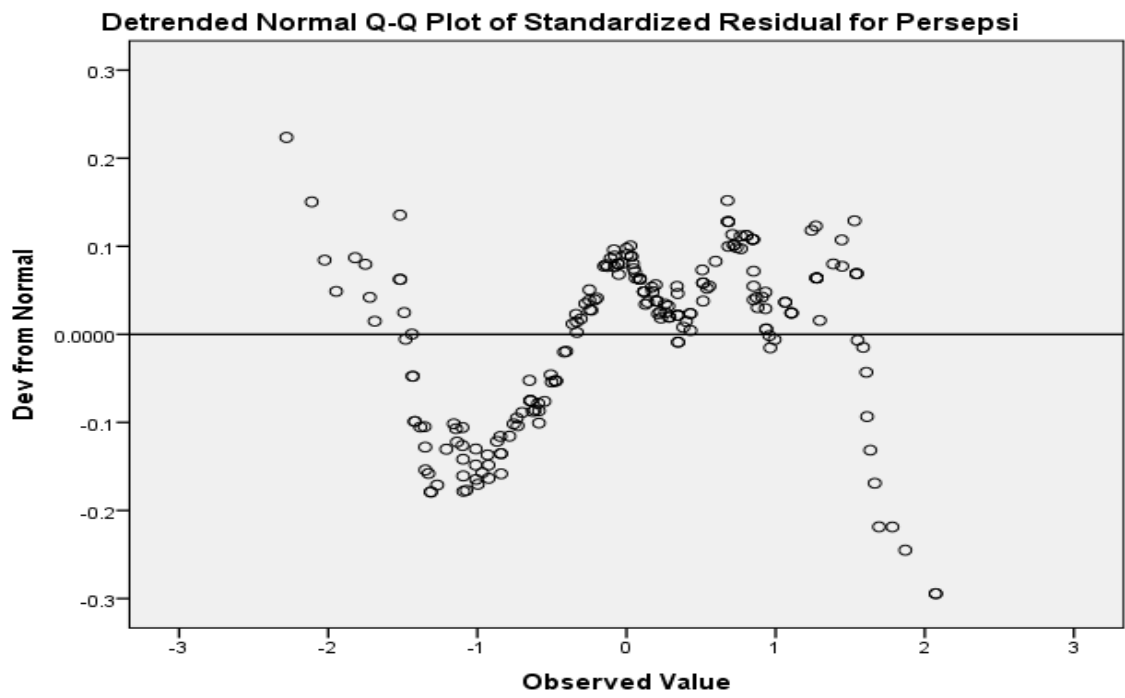
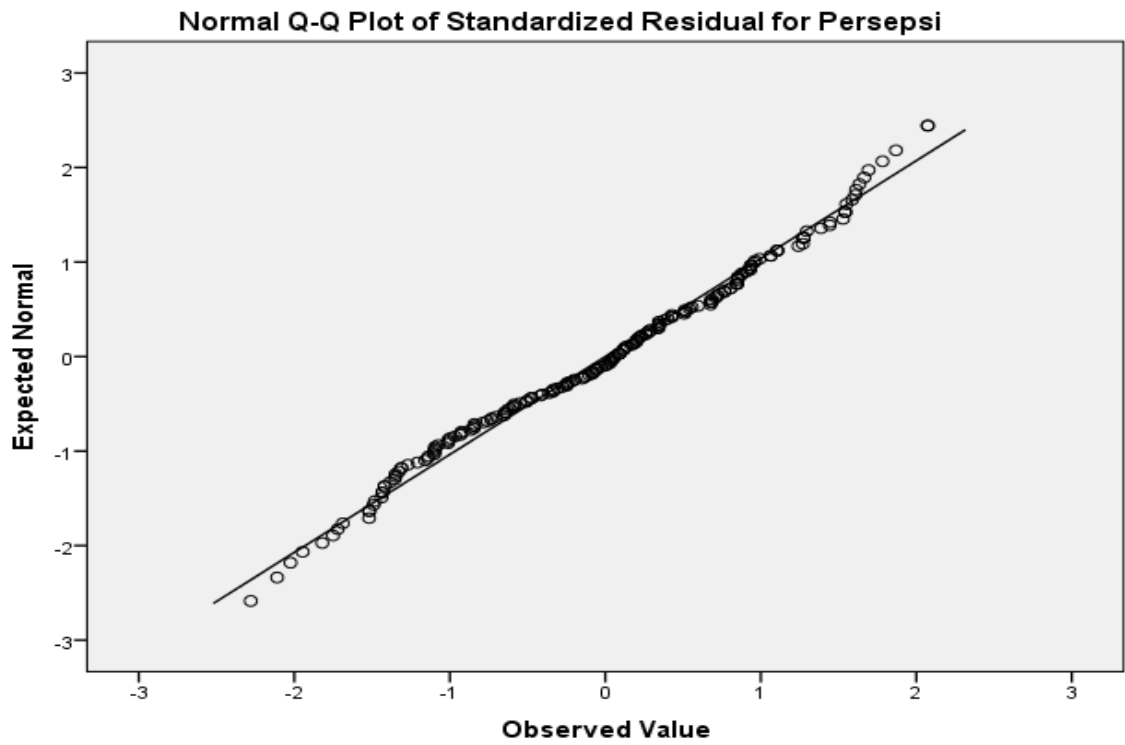
```

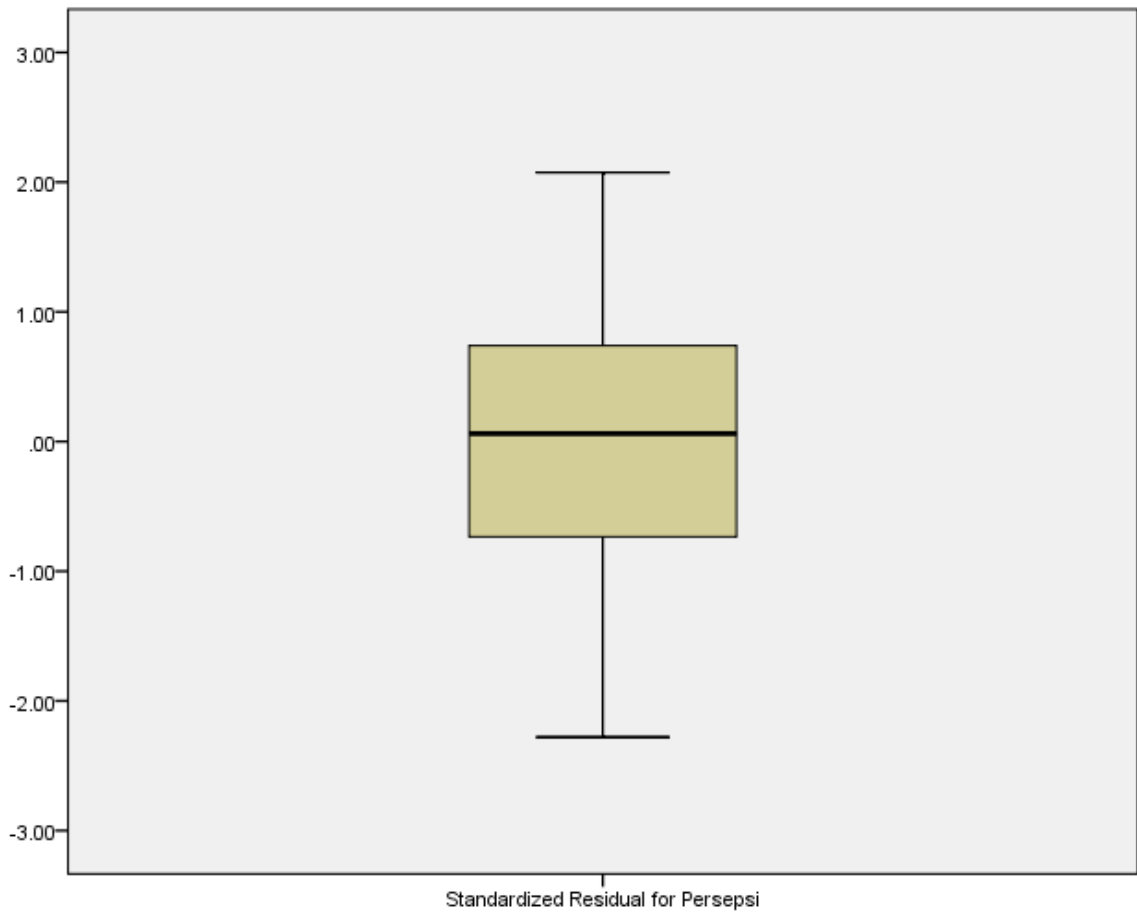
3.00  -2 . 012
8.00  -1 . 55567789
28.00 -1 . 0000000111112233333334444444
27.00 -0 . 555555666666777778888899999
28.00 -0 . 0000000111112222223333344444
44.00  0 . 0000000000000111111122222222223333333334444
37.00  0 . 5555555666667777778888888888999999999
15.00  1 . 001112222222344
13.00  1 . 5555556666678
2.00   2 . 00

```

Stem width: 1.00

Each leaf: 1 case(s)





UNIANOVA Persepsi BY Jenis_Kelamin Asal_Sekolah Usia

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/EMMEANS=TABLES(Jenis_Kelamin)

/EMMEANS=TABLES(Asal_Sekolah)

/EMMEANS=TABLES(Usia)

/PRINT=HOMOGENEITY DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=Jenis_Kelamin Asal_Sekolah Usia Jenis_Kelamin*Asal_Sekolah Jenis_Kelamin*Usia
Asal_Sekolah*Usia Jenis_Kelamin*Asal_Sekolah*Usia.

Univariate Analysis of Variance

Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the model.

yntax	UNIANOVA Persepsi BY Jenis_Kelamin Asal_Sekolah Usia /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /EMMEANS=TABLES(Jenis_Kelamin) /EMMEANS=TABLES(Asal_Sekolah) /EMMEANS=TABLES(Usia) /PRINT=HOMOGENEITY DESCRIPTIVE /CRITERIA=ALPHA(.05) /DESIGN=Jenis_Kelamin Asal_Sekolah Usia Jenis_Kelamin*Asal_Sekolah Jenis_Kelamin*Usia Asal_Sekolah*Usia Jenis_Kelamin*Asal_Sekolah *Usia.	
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[DataSet2] F:\data uji usia,jk,asal, persepsi_1.sav

Between-Subjects Factors

		Value Label	N
Jenis_Kelamin	1	Laki laki	101
	2	Perempuan	104
Asal_Sekolah	1	Al-Azhar 37	54
	2	Al-Azhar1	151
Usia	1	12 tahun	35
	2	13 tahun	76
	3	14 tahun	55
	4	15 tahun	39

Descriptive Statistics

Dependent Variable: Persepsi

Jenis_Kelamin	Asal_Sekolah	Usia	Mean	Std. Deviation	N
Laki laki	Al-Azhar 37	12 tahun	74.25	13.048	4
		13 tahun	87.43	10.998	7
		14 tahun	80.33	12.738	9
		15 tahun	81.78	14.712	9
		Total	81.66	13.004	29
	Al-Azhar1	12 tahun	75.92	13.270	12
		13 tahun	77.62	7.300	26
		14 tahun	73.94	9.983	16
		15 tahun	75.50	13.365	18

		Total	75.99	10.576	72
	Total	12 tahun	75.50	12.796	16
		13 tahun	79.70	8.995	33
		14 tahun	76.24	11.233	25
		15 tahun	77.59	13.874	27
		Total	77.61	11.550	101
Perempuan	Al-Azhar 37	12 tahun	86.00	12.124	3
		13 tahun	84.27	8.638	11
		14 tahun	80.00	14.114	11
		Total	82.60	11.496	25
	Al-Azhar1	12 tahun	80.69	12.520	16
		13 tahun	84.94	12.989	32
		14 tahun	75.95	11.597	19
		15 tahun	90.00	11.370	12
		Total	82.68	12.987	79
	Total	12 tahun	81.53	12.285	19
		13 tahun	84.77	11.932	43
		14 tahun	77.43	12.495	30
		15 tahun	90.00	11.370	12
		Total	82.66	12.590	104
Total	Al-Azhar 37	12 tahun	79.29	13.175	7
		13 tahun	85.50	9.439	18
		14 tahun	80.15	13.160	20
		15 tahun	81.78	14.712	9

	Total	82.09	12.223	54
Al-Azhar1	12 tahun	78.64	12.830	28
	13 tahun	81.66	11.341	58
	14 tahun	75.03	10.780	35
	15 tahun	81.30	14.351	30
	Total	79.49	12.325	151
Total	12 tahun	78.77	12.705	35
	13 tahun	82.57	10.984	76
	14 tahun	76.89	11.844	55
	15 tahun	81.41	14.240	39
	Total	80.18	12.322	205

**Levene's Test of Equality of Error
Variances^a**

Dependent Variable: Persepsi

F	df1	df2	Sig.
1.380	14	190	.166

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.^a

a. Design: Intercept + Jenis_Kelamin
 + Asal_Sekolah + Usia +
 Jenis_Kelamin * Asal_Sekolah +
 Jenis_Kelamin * Usia +
 Asal_Sekolah * Usia +
 Jenis_Kelamin * Asal_Sekolah *
 Usia

AYSIA

Tests of Between-Subjects Effects

Dependent Variable: Persepsi

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4450.709 ^a	14	317.908	2.277	.007
Intercept	843153.235	1	843153.235	6040.014	.000
Jenis_Kelamin	914.150	1	914.150	6.549	.011
Asal_Sekolah	563.186	1	563.186	4.034	.046
Usia	1325.144	3	441.715	3.164	.026
Jenis_Kelamin * Asal_Sekolah	25.284	1	25.284	.181	.671
Jenis_Kelamin * Usia	791.687	3	263.896	1.890	.133
Asal_Sekolah * Usia	50.054	3	16.685	.120	.949
Jenis_Kelamin * Asal_Sekolah * Usia	312.102	2	156.051	1.118	.329
Error	26522.970	190	139.595		
Total	1348740.000	205			
Corrected Total	30973.678	204			

a. R Squared = .144 (Adjusted R Squared = .081)

Estimated Marginal Means

1. Jenis_Kelamin

Dependent Variable: Persepsi

Jenis_Kelamin	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Laki laki	78.345	1.366	75.651	81.039
Perempuan	83.121 ^a	1.457	80.247	85.994

a. Based on modified population marginal mean.

2. Asal_Sekolah

Dependent Variable: Persepsi

Asal_Sekolah	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Al-Azhar 37	82.009 ^a	1.794	78.469	85.548
Al-Azhar1	79.318	1.012	77.321	81.314

a. Based on modified population marginal mean.

3. Usia

Dependent Variable: Persepsi

Usia	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound

12 tahun	79.214	2.522	74.238	84.189
13 tahun	83.564	1.627	80.354	86.773
14 tahun	77.555	1.663	74.273	80.836
15 tahun	82.426 ^a	1.969	78.542	86.310

a. Based on modified population marginal mean.

NPAR TESTS

/K-S(NORMAL)=ZRE_1

/MISSING ANALYSIS.

NPar Tests

Notes

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	N of Rows in Working Data File	205
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.

Syntax	NPAR TESTS	
	/K-S(NORMAL)=ZRE_1	
	/MISSING ANALYSIS.	
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	Number of Cases Allowed ^a	196608

a. Based on availability of workspace memory.

[DataSet2] F:\data uji usia,jk,asal, persepsi_1.sav

APPENDIX P
R Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
101	0.1630	0.1937	0.2290	0.2528	0.3196
102	0.1622	0.1927	0.2279	0.2515	0.3181
103	0.1614	0.1918	0.2268	0.2504	0.3166
104	0.1606	0.1909	0.2257	0.2492	0.3152
105	0.1599	0.1900	0.2247	0.2480	0.3137
106	0.1591	0.1891	0.2236	0.2469	0.3123
107	0.1584	0.1882	0.2226	0.2458	0.3109
108	0.1576	0.1874	0.2216	0.2446	0.3095
109	0.1569	0.1865	0.2206	0.2436	0.3082
110	0.1562	0.1857	0.2196	0.2425	0.3068
111	0.1555	0.1848	0.2186	0.2414	0.3055
112	0.1548	0.1840	0.2177	0.2403	0.3042
113	0.1541	0.1832	0.2167	0.2393	0.3029
114	0.1535	0.1824	0.2158	0.2383	0.3016
115	0.1528	0.1816	0.2149	0.2373	0.3004
116	0.1522	0.1809	0.2139	0.2363	0.2991
117	0.1515	0.1801	0.2131	0.2353	0.2979
118	0.1509	0.1793	0.2122	0.2343	0.2967
119	0.1502	0.1786	0.2113	0.2333	0.2955
120	0.1496	0.1779	0.2104	0.2324	0.2943
121	0.1490	0.1771	0.2096	0.2315	0.2931
122	0.1484	0.1764	0.2087	0.2305	0.2920
123	0.1478	0.1757	0.2079	0.2296	0.2908
124	0.1472	0.1750	0.2071	0.2287	0.2897
125	0.1466	0.1743	0.2062	0.2278	0.2886
126	0.1460	0.1736	0.2054	0.2269	0.2875
127	0.1455	0.1729	0.2046	0.2260	0.2864
128	0.1449	0.1723	0.2039	0.2252	0.2853
129	0.1443	0.1716	0.2031	0.2243	0.2843
130	0.1438	0.1710	0.2023	0.2235	0.2832
131	0.1432	0.1703	0.2015	0.2226	0.2822
132	0.1427	0.1697	0.2008	0.2218	0.2811
133	0.1422	0.1690	0.2001	0.2210	0.2801
134	0.1416	0.1684	0.1993	0.2202	0.2791
135	0.1411	0.1678	0.1986	0.2194	0.2781
136	0.1406	0.1672	0.1979	0.2186	0.2771
137	0.1401	0.1666	0.1972	0.2178	0.2761
138	0.1396	0.1660	0.1965	0.2170	0.2752
139	0.1391	0.1654	0.1958	0.2163	0.2742
140	0.1386	0.1648	0.1951	0.2155	0.2733
141	0.1381	0.1642	0.1944	0.2148	0.2723
142	0.1376	0.1637	0.1937	0.2140	0.2714
143	0.1371	0.1631	0.1930	0.2133	0.2705
144	0.1367	0.1625	0.1924	0.2126	0.2696
145	0.1362	0.1620	0.1917	0.2118	0.2687
146	0.1357	0.1614	0.1911	0.2111	0.2678
147	0.1353	0.1609	0.1904	0.2104	0.2669
148	0.1348	0.1603	0.1898	0.2097	0.2660
149	0.1344	0.1598	0.1892	0.2090	0.2652
150	0.1339	0.1593	0.1886	0.2083	0.2643

APPENDIX Q
t Table

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.025 0.02	0.01 0.010	0.005 0.002	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884	
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712	
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453	
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318	
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343	
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763	
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529	
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079	
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681	
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370	
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470	
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963	
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198	
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739	
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283	
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615	
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577	
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048	
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940	
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181	
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715	
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499	
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496	
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678	
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019	
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500	
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103	
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816	
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624	
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518	
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490	
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531	
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634	
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793	
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005	
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262	
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563	
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903	
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279	
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688	

df	Pr 0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

df	Pr 0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

df	Pr 0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

APPENDIX R
THE DATA OF Z VARIABLE

No	ITEM																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3	5	4	3	3	4	4	5	3	5	5	5	3	4	5	5	5	5	5	4
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	3	5	4	5	4	4	4	3	5	5	5	5	5	5	5	5	4	5	4	4
5	5	4	4	4	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	4
6	4	3	4	3	3	4	3	4	3	4	3	3	4	4	3	3	3	4	4	3
7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	4	4	5	4	5	4	4	4	4	5	4	4	4	4	3	5	3	4	4	5
9	3	3	3	3	3	3	3	4	3	4	4	4	4	3	3	4	3	4	3	3
10	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	3
13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
14	5	5	5	5	3	4	3	5	4	5	5	5	5	4	5	5	5	5	5	5
15	4	3	3	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	3	3
16	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	3	4	5
17	4	4	4	4	5	5	3	5	3	4	4	5	5	5	5	5	5	4	4	4
18	3	4	3	2	5	4	4	4	3	4	3	3	4	3	4	3	5	5	4	3
19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
20	4	4	4	4	5	5	3	4	3	3	3	3	3	3	3	3	3	4	3	3
21	4	3	5	5	5	5	4	4	5	3	4	5	5	5	5	4	4	3	5	5
22	4	4	4	4	4	4	4	3	4	3	4	3	3	4	4	3	4	3	4	4
23	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	3	4	4	4
24	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
25	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	3	3	4	3
26	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
28	4	5	4	4	5	5	4	5	4	5	4	4	4	5	5	5	4	4	5	3
29	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3
31	4	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4
32	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5
33	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
34	3	3	3	3	4	3	3	4	3	3	4	4	3	3	4	3	3	4	4	3
35	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4
36	4	4	4	4	4	4	4	4	3	4	4	3	3	3	4	3	3	4	4	3
37	3	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	5	4
38	5	5	4	4	5	5	4	4	5	5	4	4	5	4	4	5	4	5	5	5
39	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
40	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4	4	3	4	3
41	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	3	5	4
42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
43	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4
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**APPENDIX T
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