

Appendix 1. Observation Letter

	KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA PASCASARJANA
Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telpom (0362) 32558 Lamari www.pasca.ung.ac.id	
Singaraja, 18 Juli 2022	
Nomor : 2267/UN48.14/KM/2022	
Hal : Mohon Ijin Observasi Data	
Yth. :	
di	
Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Proposal Tesis mahasiswa Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut :	
Nama	: Ni Komang Sri Mariati
NIM	: 2129081055
Semester	: II (Dua)
Program Studi	: Pendidikan Bahasa Inggris (S2)
Judul Tesis	: THE EFFECT OF BLENDED LEARNING WITH PBL ON STUDENTS' ADVERSITY QUOTIENT AND STUDENTS' WRITING ACHIEVEMENT.
untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.	
Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.	
Menyetujui,	
Pembimbing II,	Pembimbing I,
	
Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. NIP. 198303142008122002	Prof. Dra. Luh Putu Artini, MA., Ph.D. NIP. 196407141988102001
Mengetahui, Direktur, Pascasarjana I,	
	
I Nyai Ni Putu Era Marsakawati, M.Pd. NIP. 2007101986021001	

Appendix 2. Result of Teacher's Interview

Hasil wawancara dengan guru mata pelajaran

1. Ketika mengajar kesulitan apa yang dialami?

Jawaban:

Kesulitan yang sering dialami sulitnya memotivasi siswa untuk aktif menjawab pertanyaan di kelas.

2. Dari keempat skill (reading, listening, speaking, writing) yang mana mengalami kesulitan lebih banyak? Mengapa demikian?

Jawaban:

Kesulitan yang paling sering pada menulis berbahasa Inggris, karena banyak siswa yang masih menggunakan kalimat pendek saat menulis.

3. Metode apa yang sudah digunakan oleh guru?

Jawaban:

Metode yang sudah digunakan yaitu 5W+1H.

4. Model pembelajaran seperti apa yang sudah diterapkan?

Jawaban:

Model pembelajaran yang diterapkan yaitu full online dan full offline

5. Kurikulum apa yang dipakai?

Jawaban:

Kurikulum merdeka belajar

6. Apakah sudah ada yang pernah meneliti tentang blended learning?

Jawaban:

Penelitian blended learning belum pernah dilakukan, namun pengajaran secara full online dan full offline sudah pernah.

7. Apakah dalam pembelajaran Bahasa Inggris menggunakan online/offline? Jika online seperti apa? Jika offline seperti apa?

Jawaban:

Pembelajaran secara online dan offline sudah pernah dilakukan. Pembelajaran secara online sudah dilakukan menggunakan aplikasi google classroom (saat masih pandemic), pembelajaran secara offline dilakukan dengan menulis di kelas menggunakan metode (5W+1H).

Singaraja, 19 Agustus
2022
Mengetahui, Guru
Mata Pelajaran

Putu Sora Dipa S.Pd.,



Appendix 3. Students' Presence List



ပိမိၵိန္နႃႈႁူၵ်းပိၵ်ႈတၢ်ပိ
PEMERINTAH PROVINSI BALI
 ၵိၵ်ႈပိၵ်ႈၵိၵ်ႈၵိၵ်ႈပိၵ်ႈၵိၵ်ႈ
DINAS PENDIDIKAN KEPEMUDAAN DAN OLARHAGA
 ၵိၵ်ႈပိၵ်ႈၵိၵ်ႈၵိၵ်ႈပိၵ်ႈၵိၵ်ႈ
SMA NEGERI 3 SINGARAJA



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 Jalan Pulau Natuna Penarukan Singaraja, Buleleng, Bali, 81119 Telpn (0362) 22386
 WA 08179010175, www.smantiara.sch.id – email : info@smantiara.sch.id dan smantiara .sgr@gmail.com

DAFTAR NILAI PESERTA DIDIK TAHUN PELAJARAN 2022/2023

Semester : 3 (tiga)

Kelas : XI C

Wali Kelas : I Gede Adiyasa Putra, S.Pd

NO	NIPD	NAMA SISWA	L/P	U3	UAS
1.	12364	Ayu Pradnya Mahayani	P	85	84
2.	12197	Desak Nyoman Sulastri	P	85	82
3.	12198	Gede Adi Saputra	L	85	86
4.	12298	Gede Aditya Satya Nugraha	L	85	82
5.	12165	Gede Budi Karmawan	L	86	82
6.	12199	Gede Divayana Yusanta	L	87	88
7.	12334	I Gede Bayu Sudi Prayoga	L	86	92
8.	12168	I Komang Sadu Aradia	L	86	84
9.	12338	I Nyoman Ardhi Dharma Saputra	L	86	82
10.	12109	Kadek Abimana Wirayudha	L	86	88
11.	12305	Kadek Dea Rinda Cahyani	P	87	82
12.	12347	Ketut Anggun Ernila Dwi Mahadewi	P	86	90
13.	12273	Ketut Anom Tri Widnyani	P	87	86

14.	12208	Ketut Surya Aldi Winata	L	85	84
15.	12349	Komang Agus Juliawan	L	87	84
16.	12151	Komang Alit Darma Yoga	L	86	90
17.	12387	Komang Andayani	P	87	86
18.	12211	Komang Maha Yuni	P	86	88
19.	12184	Komang Trisna Raditya Wiguna	L	85	84
20.	12393	Luh Gita Pratiwi Indrayani	P	85	82
21.	12353	Luh Jenita Widya Ningsih	P	85	90
22.	12285	Made Aria Widura	L	87	94
23.	12156	Ni Ketut Ari Krisna Narastiti	P	86	90
24.	12356	Ni Ketut Rian Sukri Rahayu	P	85	86
25.	12290	Ni Putu Ning Ayu Nirmala	P	86	92
26.	12194	Putu Dipa Pratama	L	87	94
27.	12195	Putu Gita Wulandari Putri	P	86	80
28.	12163	Putu Resti Anggelina	P	85	84
29.	12327	Putu Tegar Suriadi	L	85	84
30.	12361	Verri Agus Oliveira	L	87	82
Laki-Laki			16		
Perempuan			14		
Jumlah			30		



පිම්බිලිප්ප්
 PEMERINTAH PROVINSI BALI
 ඩිපාර්ට්මේන්ට් ජාතික අධ්‍යාපන අමාත්‍යාංශය
 DINAS PENDIDIKAN KEPEMUDAAN DAN OLARHAGA
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 SMA NEGERI 3 SINGARAJA



අධ්‍යාපන අමාත්‍යාංශය, පුරාණ ප්‍රදේශය, සිංගරාජා, බලි, 81119
 Jalan Pulau Natuna Penarukan Singaraja, Buleleng, Bali, 81119 Telpon (0362) 22386
 WA 08179010175, www.smantiara.sch.id – email : info@smantiara.sch.id dan smantiara .sgr@gmail.com

DAFTAR NILAI PESERTA DIDIK
TAHUN PELAJARAN 2022/2023

Semester : 3 (tiga)

Kelas : XI D

Wali Kelas : Ni Wayan Astari Rena, S.Pd

NO	NIPD	NAMA SISWA	L/P	U3	UAS
31.	12329	Daffa Al-Ghofur Bintang Putra	L	86	82
32.	12098	Desak Ayu Nadya Sasikirana	P	84	92
33.	12100	Dewa Made Hendra Kurniawan	L	85	92
34.	12068	Dewa Nyoman Satya Wibawa	L	83	94
35.	12103	Elsa Aninda Pratiwi	P	86	86
36.	12232	Gede Brahmana Widyastana	L	85	94
37.	12332	Gede Fernando Umbu Ndiki	L	84	86
38.	12170	I Nyoman Ady Nugraha	L	84	90
39.	12203	Ida Ayu Made Sindy Oktaviana	P	86	90
40.	12171	Kadek Anantya Lestari	P	85	96
41.	12148	Kadek Verlita Dwiyanti	P	85	94
42.	12348	Ketut Erick Wira Saputra	L	84	92
43.	12179	Ketut Lina	P	85	98
44.	12207	Ketut Putri Cintia Maharani	P	86	96
45.	12386	Komang Agus Saputra	L	85	92
46.	12312	Komang Anom Tri Udyani	P	85	92

47.	12212	Komang Putri Rahayu	P	84	94
48.	12183	Komang Sari Utami	P	86	82
49.	12213	Komang Sayla Prasticia Baladika	P	84	84
50.	12186	Liana Febriyanti	P	85	90
51.	12187	Luh Arlis Widiatmika Putri	P	86	90
52.	12089	Luh Redianing	P	86	84
53.	12122	Made Devy Anindya	P	85	94
54.	12317	Made Early Anjani	P	85	94
55.	12219	Made Indra Dharma Atmaja	L	85	94
56.	12220	Ni Ketut Yeti Marlina	P	86	80
57.	12126	Ni Luh Diah Puspita Wulandari	P	85	92
58.	12159	Ni Made Widian Dipia	P	86	84
59.	12221	Ni Nyoman Trisna Paramita	P	84	96
60.	12227	Putu Marta Muliani	P	86	90
61.	12096	Putu Mirah Sri Lestari	P	85	96
62.	12326	Putu Sasmita Anindya Praba Winata	P	84	98
63.	12228	Rizki Ramadhan Hernada	L	84	90
Laki-Laki			10		
Perempuan			23		
Jumlah			33		

Appendix 4. Learning Modul

MODUL AJAR BAHASA INGGRIS (Modifikasi)

1. Informasi Umum

A. Identitas Modul

Nama Penyusun	: Ni Komang Sri Mariati
Instansi	: SMA Negeri 3 Singaraja
Tahun disusun	: 2023
Jenjang Sekolah	: SMA
Fase	: F (Kelas XI SMA)
Elemen	: Report Text
Alokasi Waktu	: 2 X 45 Menit

B. Kompetensi Awal

- Definition of Report text
- Social function of the Report text
- Generic structure of Report text
- Language features of the Report text

C. Profil Pelajar Pancasila

- Gotongroyong: Bekerjasama mencari informasi lebih tentang materi yang diberikan (Report text)
- Mandiri: melakukan proses brainstorming pada kegiatan awal pembelajaran
- Kreatif : Membuat report text sederhana dengan menggunakan kalimat sendiri

D. Sarana dan Prasarana

Media: Laptop, HP, LCD, dab Proyektor

Sumber Belajar: Lembar kerja peserta didik, buku bacaan dan youtube.

E. Target Peserta Didik

- Peserta Didik reguler
- Peserta didik dengan hambatan belajar
- Peserta didik cerdas, istimewa berbaka

F. Model Pembelajaran

Model: Blended Learning

2. KOMPONEN INTI

A. Tujuan Pembelajaran

1. Peserta didik membaca dan merespon teks report.
2. Peserta didik mendapatkan informasi tentang social function, generic structure dan language features.
3. Peserta didik mengevaluasi detil spesifik dan inti dari report teks
4. Menemukan informasi rinci yang tersurat dan tersirat dalam sebuah report text

B. Pemahaman Bermakna

- a) Peserta didik mampu untuk menggambarkan objek secara rinci sehingga pembaca akan dapat melihat, mendengar, mengalami secara detail.
- b) Peserta didik mampu untuk melukiskan objek secara rinci dan konkret.

C. Pertanyaan Pemantik

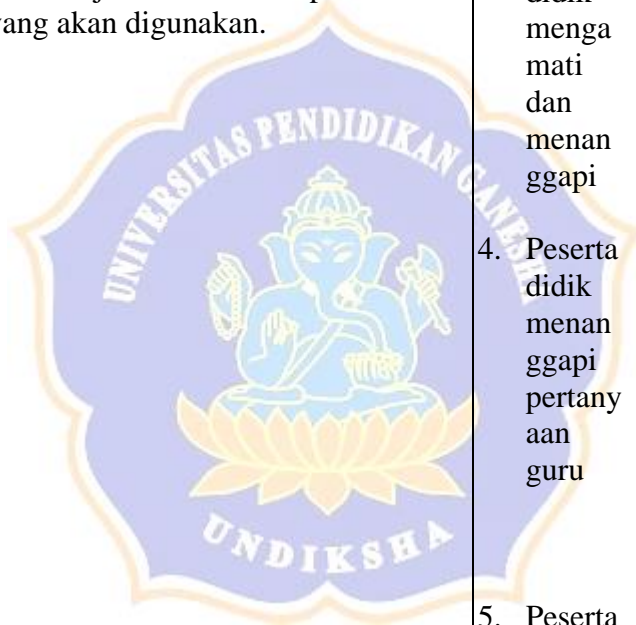
- a) Apakah kalian pernah mengobservasi/mengamati suatu objek/peristiwa?
- b) Apa yang bisa dijelaskan dari objek/peristiwa tersebut?
- c) Bagaimana cara melaporkan/menyampaiannya?

D. Kegiatan Pembelajaran

Pertemuan 1

Tahap Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu	Keterangan
	Guru	Siswa		
Kegiatan Pendahuluan (20 menit)				
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak berdoa sebelum PBM di mulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru Memberi apersepsi tentang materi yang akan dipelajari 4. Guru memberi motivasi kepada 	<ol style="list-style-type: none"> 1. Peserta didik menjabar salam dan berdoa. 		Offline

Tahap Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu	Keterangan
	Guru	Siswa		
	<p>peserta didik dan menanyakan kondisi Kesehatan</p> <p>5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.</p> <p>6. Guru menyampaikan garis besar cakupan materi yang dipelajari</p> <p>7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</p>	<p>2. Peserta didik memperhatikan</p> <p>3. Peserta didik mengamati dan menanggapi</p> <p>4. Peserta didik menanggapi pertanyaan guru</p> <p>5. Peserta didik memperhatikan penjelasan guru</p> <p>6. Peserta didik memperhatikan</p>		



Tahap Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu	Keterangan
	Guru	Siswa		
		penjelasan guru 7. Peserta didik memperhatikan penjelasan guru		
Apersepsi	Pertanyaan Pemantik 1. Apakah kalian pernah mengobservasi/mengamati suatu objek/peristiwa? 2. Apa yang bisa dijelaskan dari objek/peristiwa tersebut? 3. Bagaimana cara melaporkan/menyampaiannya?	Peserta didik menjawab		Offline
Motivasi	Memberikan gambaran manfaat report teks pada penggunaan kehidupan sehari-hari.	Peserta didik memperhatikan.		
Kegiatan Inti (60 menit)				
Before class begin	1. Guru mempersiapkan materi pembelajaran. (Mengupload video & contoh report text di WA group). Link: https://www.youtube.com/watch?v=BKJPcbtecSs&t=2s	1. Peserta didik mencari informasi di internet.		Online
	2. Guru menginstruksikan peserta didik untuk mencari definisi, tujuan dan struktur dari report text.	2. Peserta didik menca		Online

Tahap Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu	Keterangan
	Guru	Siswa		
	3. Guru menginstruksikan peserta didik untuk mencari informasi mengenai perbedaan descriptive text dan report text dari internet.	ri informasi di internet		
Beginning of class	1. Guru memberikan beberapa pertanyaan dan menginstruksikan peserta didik untuk menjawab berdasarkan informasi yang diperoleh.	1. Peserta didik menjawab pertanyaan yang diberikan.		Offline
	2. Guru menginstruksikan peserta didik untuk menyampaikan hasil temuan mereka.	2. Peserta didik menyampaikan informasi yang didapat di depan kelas.		Offline
	3. Guru menginstruksikan kepada peserta didik untuk mengklasifikasikan contoh report text berdasarkan generic structure.	3. Peserta didik berdiskusi		Offline
During class	1. Guru memberikan penjelasan terkait report text dan menjawab pertanyaan dari siswa.	1. Peserta didik memperhatikan penjelasan		Offline

Tahap Pembelajaran	Kegiatan Pembelajaran		Alokasi Waktu	Keterangan
	Guru	Siswa		
	2. Guru menginstruksikan siswa untuk menulis draft 1 report text.	dari guru. 2. Peserta didik menulis draft 1		
After class	Guru memberikan feedback untuk draft 1 pada WA group	1. Peserta didik mengupload tulisan di WA group dan berdiskusi dengan guru.		Online
Penutup (10 menit)				
	1. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 2. Guru dan peserta didik berdoa bersama.	1. Peserta didik memperhatikan guru		Offline

Appendix 5. Blueprint Instruments

Blueprint Writing Evaluation

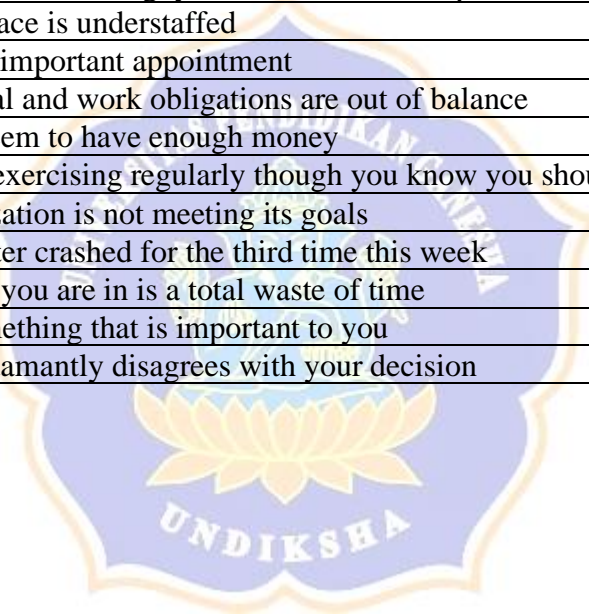
No.	Indicator	Description	Score (1-4)
1.	Content	Represent the student's development and comprehension of the topic.	
2.	Organization	Organize the ideas while writing like consider structure, the cohesion of the paragraph, and the clarity of ideas.	
3.	Vocabulary	Selection of words used to express the information	
4.	Language use	Assessment related to the use of tense, number, subject-verb, agreement, and the use of complex syntactic structure.	
5.	Mechanics	Assess from the evaluation of punctuation, spelling, and the use of capitalization.	

Description of score:

- 1 = Very low
- 2 = Low
- 3 = High
- 4 = Very High

Blueprint of Student Adversity Quotient

No.	Indicator	Score (1-3)
1.	You suffer a financial setback	
2.	You are overlooked for a promotion	
3.	You are criticized for a big project that you just completed	
4.	You accidentally delete an important email	
5.	The highest priority project you are working on gets cancelled	
6.	Someone you respect ignores your attempt to discuss on important issues	
7.	People respond unfavourably to your latest ideas	
8.	You are unable to take a much-needed vacation	
9.	You hit every red light on your way to an important appointment	
10.	After extensive searching, you cannot find an important document	
11.	Your workplace is understaffed	
12.	You miss an important appointment	
13.	Your personal and work obligations are out of balance	
14.	You never seem to have enough money	
15.	You are not exercising regularly though you know you should	
16.	Your organization is not meeting its goals	
17.	Your computer crashed for the third time this week	
18.	The meeting you are in is a total waste of time	
19.	You lost something that is important to you	
20.	Your boss adamantly disagrees with your decision	



Appendix 6. Instrument Writing Test

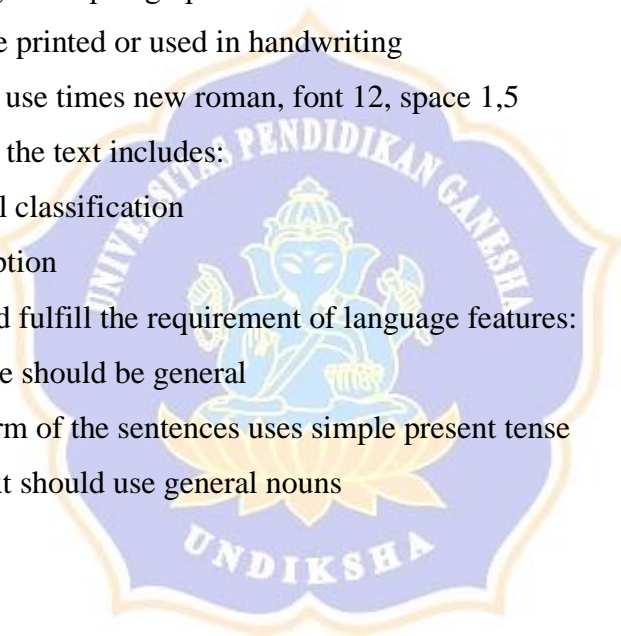
Worksheet of Report Writing

Report Writing is very useful for presenting information to people. We can use it to write presentations for school on particular topics when we must present to the class.

Task: Write a report text that you will present to your class about a topic of your choice. It can be about any topic that interests you including animals, your favorite place, fruits, and object that you are interested in.

Instructions:

1. The text's length is 1 paragraph/ 100 words.
2. The text can be printed or used in handwriting
3. For print text: use times new roman, font 12, space 1,5
4. The content of the text includes:
 - a. General classification
 - b. Description
5. The text should fulfill the requirement of language features:
 - a. The title should be general
 - b. The form of the sentences uses simple present tense
 - c. The text should use general nouns



Format text:

Name :

Class :

Title

General Classifications

.....
.....
.....
.....
.....
.....
.....
.....

Descriptions

.....
.....
.....
.....
.....
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Appendix 7. Rubric for Writing Evaluation

Rubric Writing Evaluation

Rubric for Evaluation Writing Product based on criteria adopted from (Nguyen & Truong, 2021).

Indicators	Score	Descriptors	Weighting
Content (C) 30% -Topic -Detail	4	The topic is complete and clear and details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% -Generic structure (introduction, description)	4	Generic structure is completed and arranged with proper connectives.	2x
	3	Generic structure is almost complete and arranged with almost proper connectives.	
	2	Generic structure is not complete and arranged with few misuses of connectives.	
	1	Generic structure is not complete and arranged with misuses of connectives.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1.5x
	3	Few grammatical misuses of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, words forms, and not understandable.	
Language use (Grammar) 20% -Use present tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies but not effect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Mechanism (M) 15%	4	It uses correct spelling, punctuation, and capitalization.	
	3	It has occasional errors of spelling,	

-Spelling -Punctuation -Capitalization		punctuation, and capitalization.	1.5x
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Description of score:

- 1 = Very low**
- 2 = Low**
- 3 = High**
- 4 = Very High**

Score: $3C + 2O + 1.5V + 2G + 1.5M \times 10$

40



Appendix 8. Students' Adversity Quotient Questionnaire

Kuisisioner Adversity Quotient

Kuisisioner adversity quotient yang diadopsi dari teori Stoltz (1997). Kuisisioner ini bertujuan untuk mengukur seberapa jauh siswa mampu menghadapi masalah yang ditemui selama pembelajaran di sekolah.

Petunjuk:

- 1) Bayangkan peristiwa-peristiwa berikut seolah-olah itu terjadi pada anda.
- 2) Bayangkan dengan jelas apa yang akan terjadi sebagai akibat dari setiap peristiwa (konsekuensinya).
- 3) Lingkari angka yang mewakili jawaban anda atas pernyataan di bawah ini.

Contoh:

- 1) Situasi: Anda kehilangan pena favorit anda. (Bayangkan ini terjadi pada Anda)
- 2) Bayangkan apa yang akan terjadi sebagai hasilnya (saya tidak akan pernah memiliki pena seperti itu lagi. Ayah saya akan sangat kesal ketika dia tahu saya menghilangkannya).
- 3) Lingkari angka yang menyajikan jawaban Anda untuk pernyataan di setiap situasi.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

3 = tidak terpengaruh sama sekali

2 = biasa saja

1 = sepenuhnya terpengaruhi

Nama siswa :

NIS :

Kelas :

Pernyataan

1. Uang saku anda dipotong oleh orang tua anda karena anda tidak fokus belajar.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

2. Teman-teman anda tidak menerima ide yang anda sampaikan dan mengabaikannya. Hal ini karena ide anda sulit dipahami.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

3. Pada saat kelompok anda gagal dalam presentasi, teman anda menyalahkan anda.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

4. Anda secara tidak sengaja menghapus pesan dari guru mengenai umpan balik tugas anda.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

5. Anda membuat tugas akhir dengan serius, tetapi masih mengalami remidi.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

6. Ketua kelas mengabaikan anda ketika anda mendiskusikan masalah yang terjadi dalam kelompok belajar anda.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

7. Bayangkan anda menjadi ketua kelompok yang membagikan topik presentasi. Namun, anggota kelompokmu hanya memberikan respon singkat dan tidak mengerjakannya.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

8. Anda tidak dapat berlibur karena anda sedang mempersiapkan ulang tahun sekolah.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

9. Kamu mengurangi aktivitas di luar pembelajaran untuk mendapatkan nilai yang lebih baik pada semester berikutnya.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

10. Setelah membaca materi secara ekstensif, anda masih tidak dapat memahami materi tersebut.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

11. Anda adalah pemimpin kelompok. Ketika kelompok anda kekurangan anggota, tidak ada yang mau bergabung ke dalam kelompok anda.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

12. Kamu lupa mengerjakan pekerjaan rumah dan dihukum oleh guru.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

13. Ketika kamu harus pergi ke sekolah, orang tuamu sakit dan kamu dipaksa untuk bekerja.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

14. Kamu tidak punya cukup uang saku ketika kamu pergi ke sekolah.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

15. Anda tidak mengikuti kuis mingguan yang seharusnya diikuti.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

16. Anda telah mengambil pelajaran privat secara teratur, tetapi hasil tes anda masih belum memuaskan.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

17. Saat belajar dengan pembelajaran online menggunakan ponsel, tiba-tiba ponsel anda mati.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

18. Teman-teman anda tidak serius saat mengerjakan tugas kelompok di rumah. Hasilnya kelompok Anda mendapat skor terkecil.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

19. Anda kehilangan notebook/catatan yang berisi materi ujian.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

20. Anda adalah ketua kelas. Anda memiliki ide yang disetujui oleh semua teman sekelas tetapi tidak diterima oleh guru.

Sejauh mana Anda dapat terpengaruhi oleh situasi ini?

Jawaban:

1 = sepenuhnya terpengaruhi

2 = biasa saja

3 = tidak terpengaruh sama sekali

Appendix 9. Result of Expert Judges for Questionnaire

√ Checklist for Expert Judge I

Questionnaire for student adversity quotient adopted from theory Stoltz (1997)

Instruction for the student's questionnaire

- 1) Imagine the following events as if they were happening right now.
- 2) Vividly imagine what will happen as a result of each event (the consequences).
- 3) Circle the numbers that represent your answer to the question below each situation.

Example:

- 1) Situation: you lose your favorite pen. (Imagine this happening to you)
- 2) Imagine what will happen as the result (I'll never have a pen like that one again. My dad will be so upset when he finds out I lost it).
- 3) Circle the numbers that present your answer to the questions below each situation.

To what extent can you influence this situation?

Not at all 1 2 **3** Completely

Test items

No.	Items	Relevant	Irrelevant
1.	Your pocket money is deducted from your parents because you do not focus on studying.	√	
2.	Your friends do not accept your idea and ignore it. It is because the idea is difficult to understand.	√	
3.	At a time when your group failed to present, your friend blamed you.	√	
4.	You accidentally deleted the message from the teacher regarding your assignment feedback.	√	

5.	You made the final project seriously, but it was rejected.	√	
6.	Your leader ignores you when you discuss problems that occur in your group study.	√	
7.	You shared the topic of the presentation, but your friend only answered briefly and did not do it.	√	
8.	You cannot take a vacation because you are preparing for your school anniversary.	√	
9.	You will reduce activities outside of learning to get better score on the next semester.	√	
10.	After reading the material extensively, you could not understand the material.	√	
11.	You are the leader of the group. When there are fewer members, no one wants to join your group.	√	
12.	You forgot to do homework and was punished by the teacher.	√	
13.	When you have to study, your parents get sick and you are forced to work.	√	
14.	You never seem to have enough pocket money when you go to school.	√	
15.	You did not take the weekly quiz you should have.	√	
16.	You have taken private lessons regularly, but your test results are still unsatisfactory.	√	
17.	When learning with synchronous mode, your mobile phone suddenly turns off.	√	
18.	Your friends are not serious when doing group assignments at home. As the result your group got the smallest score.	√	

19.	You lost the notebook that will be used in the test.	√	
20.	You are the captain of the class. You have ideas that are agreed by all classmate but it is not accepted by the teacher.	√	
Comment & Suggestions:			



Singaraja,

Judges I.

Prof. Dra. Luh Putu Artini, M.A.,

Ph.D.

NIP 196407141988102001

✓ Checklist for Expert Judge II

Questionnaire for student adversity quotient adopted from theory Stoltz (1997)

Instruction for the student's questionnaire

- 1) Imagine the following events as if they were happening right now.
- 2) Vividly imagine what will happen as result of each event (the consequences).
- 3) Circle the numbers that represents your answer to the question below each situation.

Example:

- 1) Situation: you lose your favourite pen. (Imagine this happening to you)
- 2) Imagine what will happen as the result (I'll never have pen like that one again. My dad will be so upset when he finds out I lost it).
- 3) Circle the numbers that presents your answer to the questions below each situation.

To what extent can you influence this situation?

Not at all 1 2 **3** Completely

Test items

No.	Items	Relevant	Irrelevant
1.	Your pocket money is deducted from your parents because you do not focus on studying.	✓	
2.	Your friends do not accept your idea and ignore it. It is because the idea is difficult to understand.	✓	
3.	At a time when your group failed to present, your friend blamed you.	✓	
4.	You accidentally deleted the message from the teacher regarding your assignment feedback.	✓	
5.	You made the final project seriously, but it was rejected.	✓	
6.	Your leader ignores you when you discuss problems that occur in your group study.	✓	
7.	You shared the topic of the presentation, but your friend only answered briefly and did not do it.	✓	
8.	You cannot take a vacation because you are preparing for your school anniversary.	✓	
9	You will reduce activities outside of learning to get better score on the next semester.	✓	

10.	After reading the material extensively, you could not understand the material.	√	
11.	You are the leader of the group. When there are fewer members, no one wants to join your group.	√	
12.	You forgot to do homework and was punished by the teacher.	√	
13.	When you have to study, your parents get sick and you are forced to work.	√	
14.	You never seem to have enough pocket money when you go to school.	√	
15.	You did not take the weekly quiz you should have.	√	
16.	You have taken private lessons regularly, but your test results are still unsatisfactory.	√	
17.	When learning with synchronous mode, your mobile phone suddenly turns off.	√	
18.	Your friends are not serious when doing group assignments at home. As the result your group got the smallest score.	√	
19.	You lost the notebook that will be used in the test.	√	
20.	You are the captain of the class. You have ideas that are agreed by all classmate but it is not accepted by the teacher.	√	
Comment & Suggestions:			

Singaraja, 20 Desember 2022

Judges II,

A handwritten signature in blue ink, appearing to be 'N.P.E.M.', is written over the typed name.

Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

NIP 198303142008122002

Appendix 10. Result of Writing Test Experimental Group

Result of Writing Text Experimental Group (XIC)

NO	NIPD	Indicators				
		Content	Organization	Vocabulary	Language use	Mechanism
1.	12364	4	3	3	3	4
2.	12197	4	4	3	3	4
3.	12198	4	3	4	3	3
4.	12298	3	4	4	3	3
5.	12165	3	4	4	4	3
6.	12199	4	3	4	4	4
7.	12334	4	4	4	3	3
8.	12168	3	3	4	4	4
9.	12338	4	3	3	3	3
10.	12109	4	4	4	3	4
11.	12305	4	4	4	4	3
12.	12347	4	4	4	3	4
13.	12273	4	4	3	3	4
14.	12208	3	3	4	4	3
15.	12349	4	3	3	3	4
16.	12151	4	3	4	3	3
17.	12387	3	4	3	4	3
18.	12211	4	4	4	3	4
19.	12184	3	3	4	3	3
20.	12393	3	4	3	3	3
21.	12353	4	3	4	4	4
22.	12285	4	4	4	3	4
23.	12156	4	4	4	4	3
24.	12356	4	3	3	2	3
25.	12290	3	3	3	3	3
26.	12194	4	4	3	3	4
27.	12195	4	3	4	3	4
28.	12163	4	3	3	4	3
29.	12327	3	3	2	2	3
30.	12361	4	4	3	2	2
		111	105	106	96	102

Appendix 11. Result of Writing Test Control Group

NO	NIPD	Indicators				
		Content	Organization	Vocabulary	Language use	Mechanism
1.	12329	4	3	3	2	2
2.	12098	3	2	3	3	3
3.	12100	4	3	3	2	2
4.	12068	3	4	2	3	3
5.	12103	4	4	3	3	3
6.	12232	4	3	2	2	3
7.	12332	3	3	2	2	2
8.	12170	4	3	2	2	2
9.	12203	3	3	2	3	2
10.	12171	4	3	2	3	3
11.	12148	3	2	2	3	3
12.	12348	3	3	2	2	2
13.	12179	4	3	4	3	3
14.	12207	3	3	2	3	2
15.	12386	3	2	2	2	2
16.	12312	3	4	2	2	3
17.	12212	3	2	3	3	3
18.	12183	4	3	2	2	2
19.	12213	3	3	2	2	4
20.	12186	4	3	3	3	3
21.	12187	4	2	3	3	3
22.	12189	3	4	3	2	4
23.	12122	4	4	3	2	4
24.	12317	3	2	2	2	3
25.	12219	3	3	2	3	2
26.	12220	3	3	3	3	3
27.	12126	4	3	3	3	3
28.	12159	3	2	2	2	2
29.	12221	3	2	3	3	4
30.	12227	4	3	3	3	2
31.	12096	3	4	2	2	3
32.	12326	3	3	3	3	3
33.	12228	3	2	2	2	2
		112	96	82	83	90

Appendix 12. Result of Students' Adversity Quotient Experimental Group

Respondent	Category	AQ	Writing Score
Respondent 1	Quitter	20	66
Respondent 2	Climber	55	95
Respondent 3	Camper	31	86
Respondent 4	Camper	38	86
Respondent 5	Camper	31	85
Respondent 6	Camper	25	87
Respondent 7	Camper	29	85
Respondent 8	Climber	44	95
Respondent 9	Quitter	20	78
Respondent 10	Camper	39	81
Respondent 11	Camper	31	86
Respondent 12	Camper	26	86
Respondent 13	Camper	32	87
Respondent 14	Quitter	20	77
Respondent 15	Camper	34	86
Respondent 16	Camper	31	85
Respondent 17	Camper	38	80
Respondent 18	Camper	28	81
Respondent 19	Camper	25	80
Respondent 20	Camper	27	88
Respondent 21	Climber	42	92
Respondent 22	Camper	27	88
Respondent 23	Camper	30	83
Respondent 24	Camper	30	86
Respondent 25	Quitter	20	73
Respondent 26	Camper	40	85
Respondent 27	Camper	30	86
Respondent 28	Camper	31	81
Respondent 29	Camper	34	85
Respondent 30	Camper	40	86

Appendix 13. Result of Students' Adversity Quotient Control Group

Respondents	Category	AQ	Writing Score
Respondent 1	Camper	38	76
Respondent 2	Camper	34	61
Respondent 3	Camper	28	70
Respondent 4	Climber	42	57
Respondent 5	Camper	28	75
Respondent 6	Camper	30	71
Respondent 7	Camper	26	67
Respondent 8	Quitter	20	71
Respondent 9	Camper	30	57
Respondent 10	Camper	26	67
Respondent 11	Camper	40	78
Respondent 12	Climber	44	62
Respondent 13	Climber	44	73
Respondent 14	Camper	33	62
Respondent 15	Camper	31	73
Respondent 16	Camper	30	86
Respondent 17	Quitter	20	78
Respondent 18	Camper	33	77
Respondent 19	Camper	30	78
Respondent 20	Camper	31	82
Respondent 21	Camper	31	70
Respondent 22	Camper	38	62
Respondent 23	Camper	29	86
Respondent 24	Camper	30	57
Respondent 25	Camper	30	76
Respondent 26	Camper	37	73
Respondent 27	Camper	26	73
Respondent 28	Camper	32	70
Respondent 29	Camper	28	82
Respondent 30	Camper	27	70
Respondent 31	Camper	29	66
Respondent 32	Camper	29	75
Respondent 33	Camper	35	70

Appendix 14. Normality Test of Experimental Group

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
XIC	30	47.6%	33	52.4%	63	100.0%

Descriptives				
			Statistic	Std. Error
XIC	Mean		8.7250	.13286
	95% Confidence Interval for Mean		Lower Bound	8.4533
			Upper Bound	8.9967
	5% Trimmed Mean		8.7755	
	Median		8.7500	
	Variance		.530	
	Std. Deviation		.72769	
	Minimum		6.63	
	Maximum		9.63	
	Range		3.00	
	Interquartile Range		1.16	
	Skewness		-.893	.427
	Kurtosis		.837	.833

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
XIC	.123	30	.200*	.922	30	.031

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

a. Lilliefors Significance Correction

XIC

XIC Stem-and-Leaf Plot

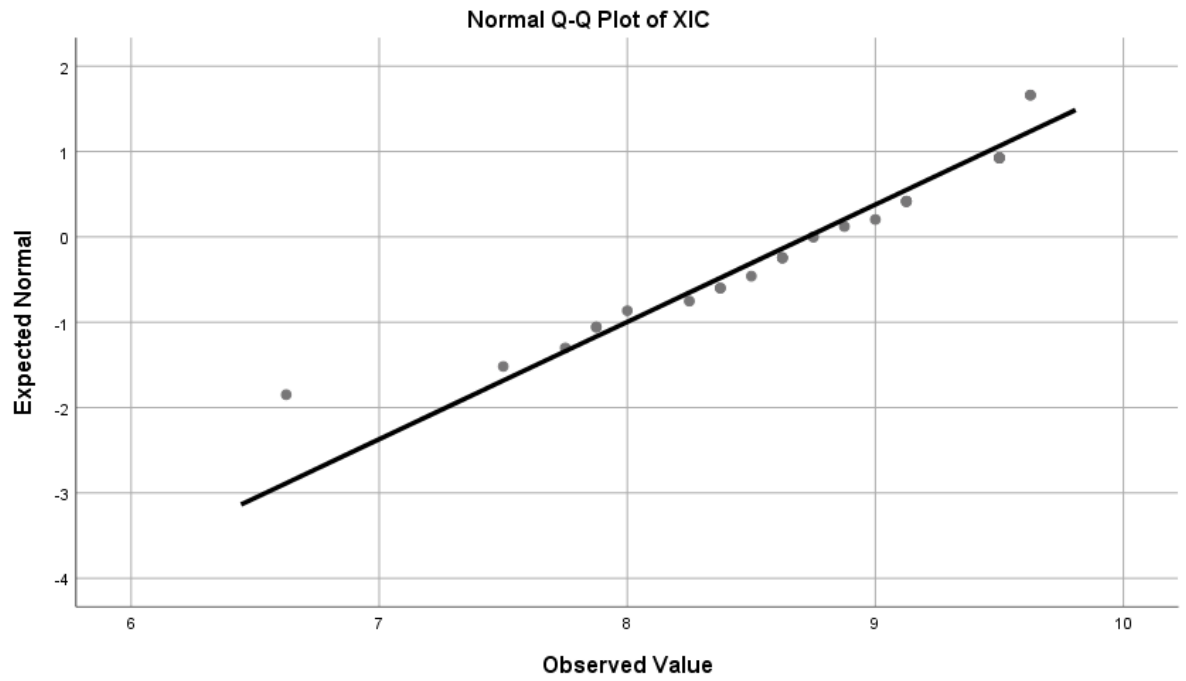
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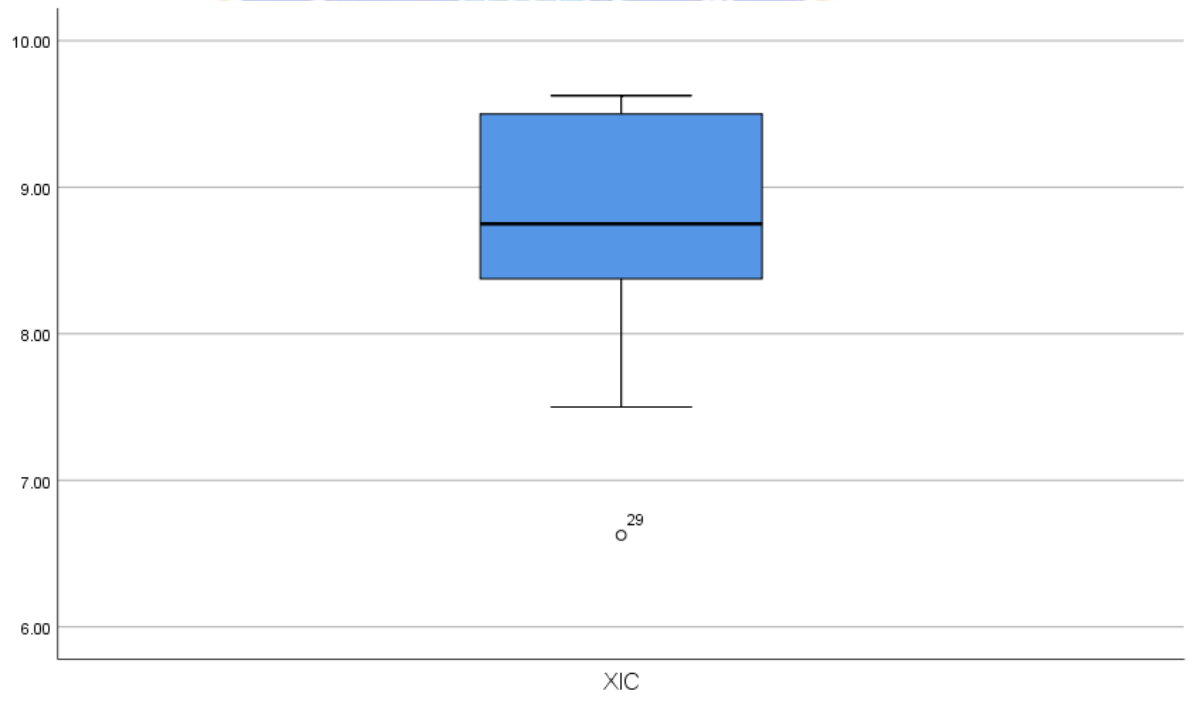
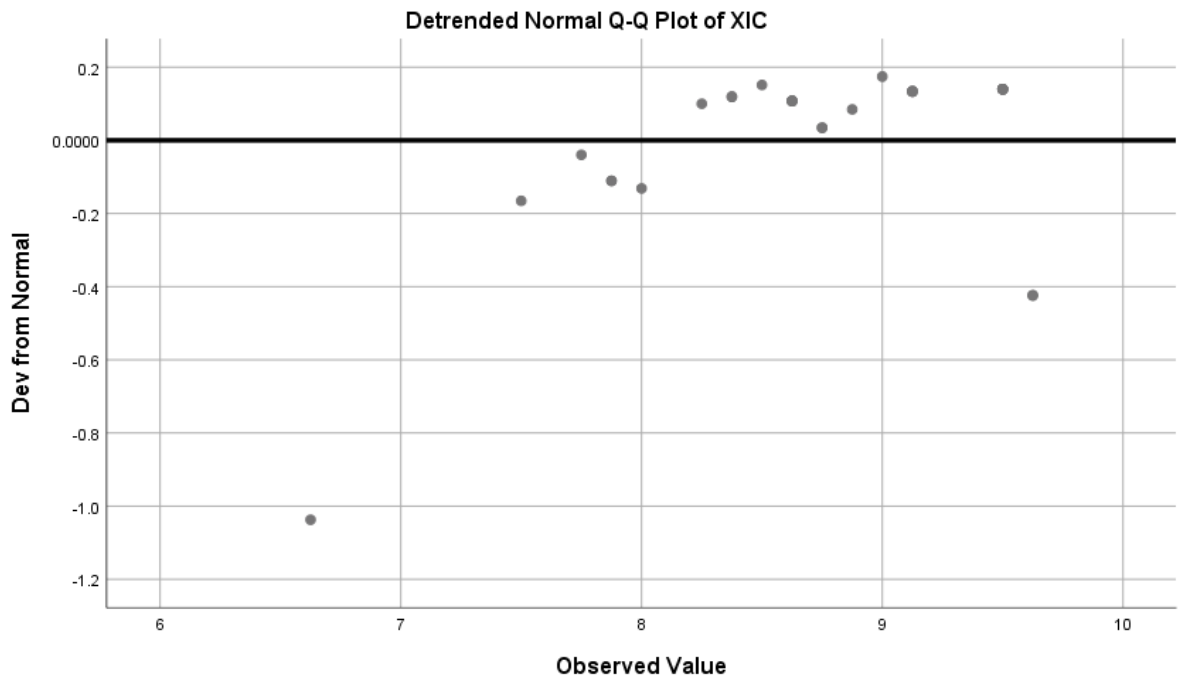
Frequency      Stem & Leaf
1,00 Extremes      (= < 6, 6)
,00              7 .
4,00              7 . 5788
4,00              8 . 0233
8,00              8 . 56666778

```

5,00 9 . 01111
8,00 9 . 5555566

Stem width: 1,00
Each leaf: 1 case(s)





Appendix 15. Normality Test of Control Group

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
XID	33	52.4%	30	47.6%	63	100.0%

Descriptives				
			Statistic	Std. Error
XID	Mean		7.2121	.14180
	95% Confidence Interval for Mean		Lower Bound	6.9233
			Upper Bound	7.5010
	5% Trimmed Mean		7.2106	
	Median		7.1250	
	Variance		.664	
	Std. Deviation		.81459	
	Minimum		5.75	
	Maximum		8.75	
	Range		3.00	
	Interquartile Range		1.06	
	Skewness		-.019	.409
	Kurtosis		-.419	.798

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
XID	.094	33	.200*	.969	33	.448
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

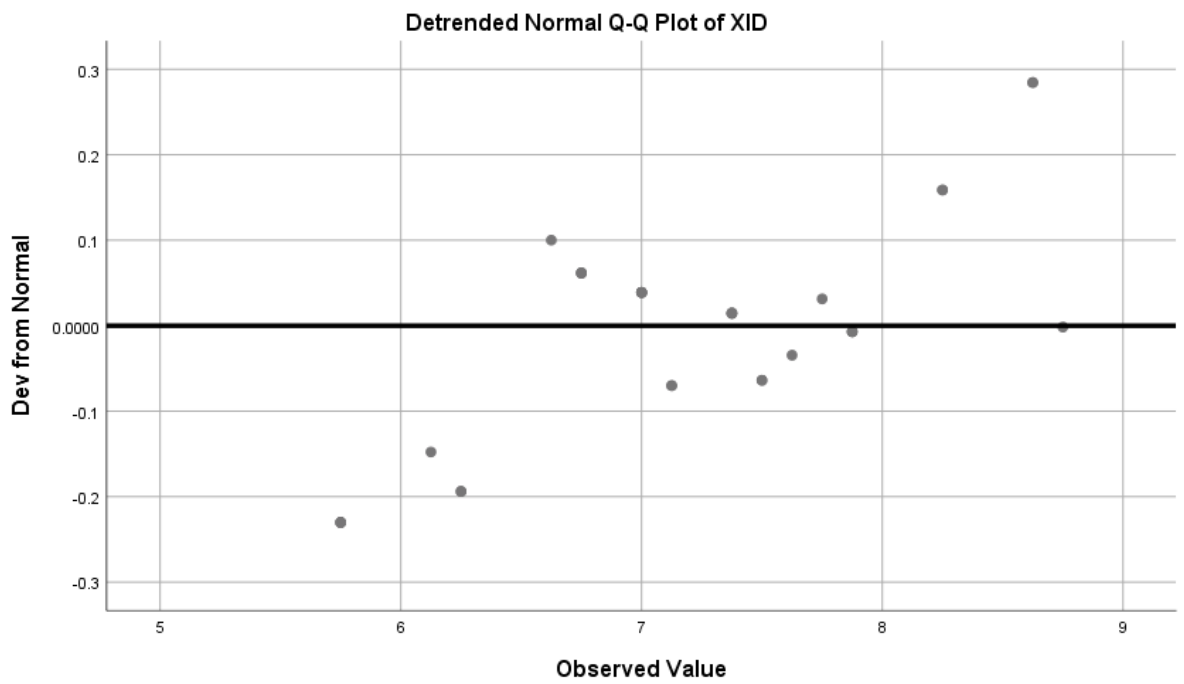
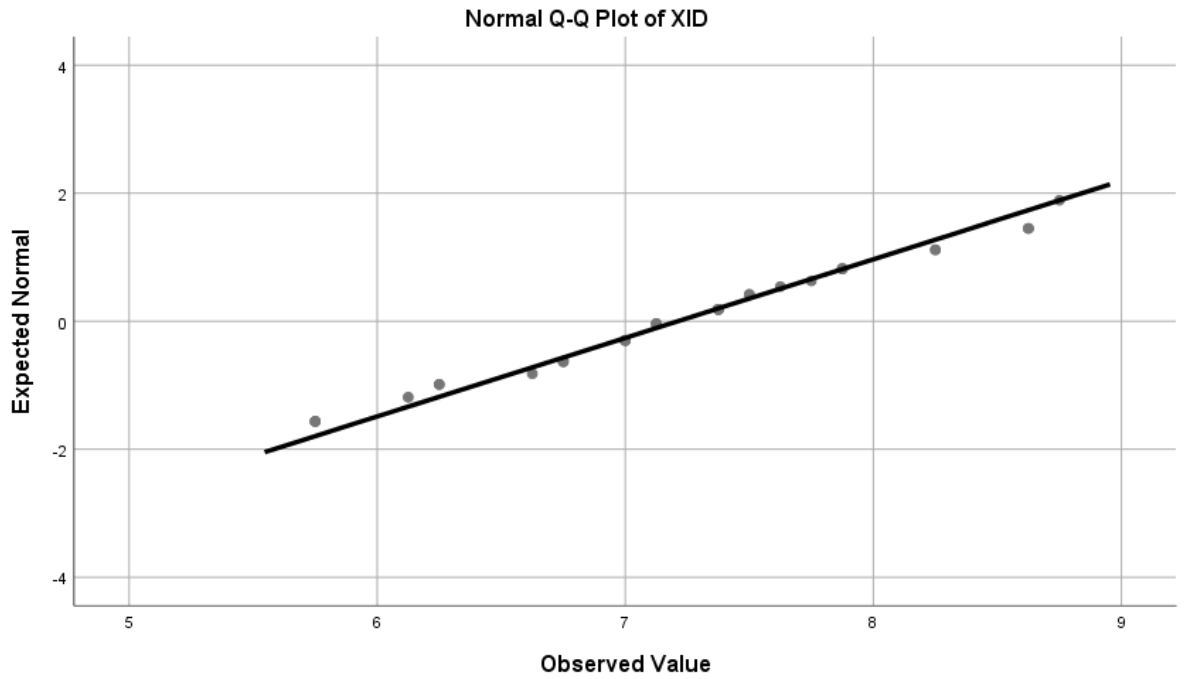
XID

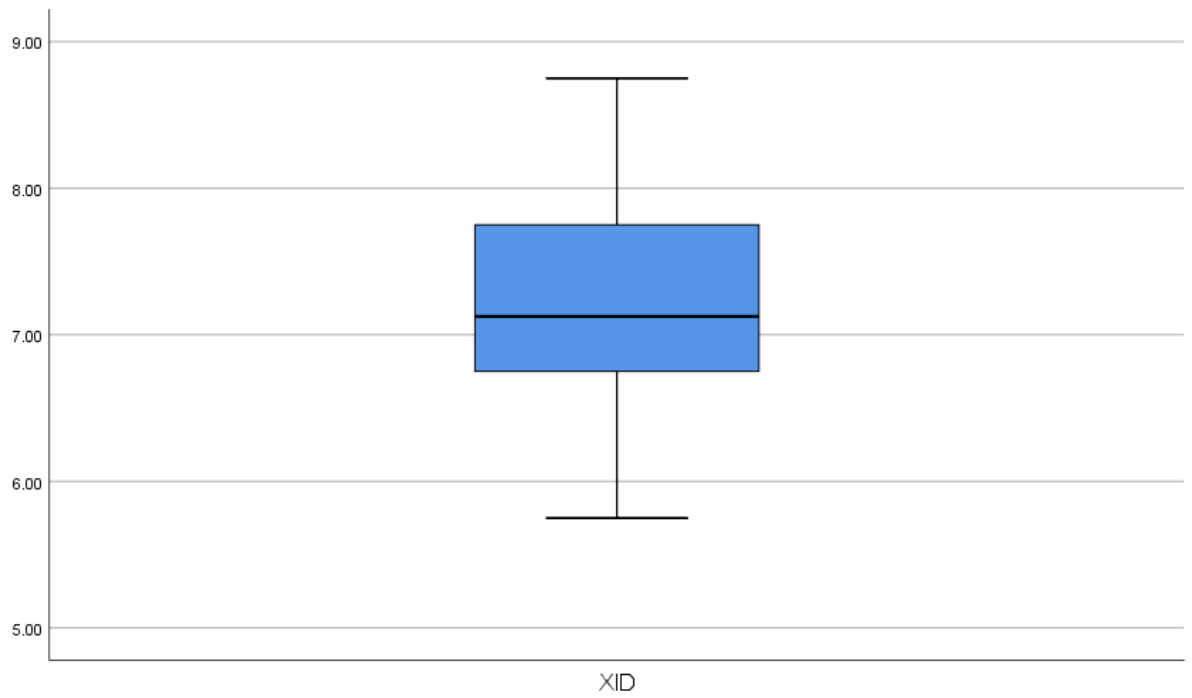
XID Stem-and-Leaf Plot

Frequency	Stem & Leaf
3,00	5 . 777
3,00	6 . 122
4,00	6 . 6777
11,00	7 . 00000113333
7,00	7 . 5567888

2,00	8 . 22
3,00	8 . 667

Stem width: 1,00
 Each leaf: 1 case(s)





Appendix 16. Homogeneity Test

T-Test

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
Score	1	30	8.7250	.72769	.13286
	2	33	7.2121	.81459	.14180

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.401	.529	7.743	61	.000	1.51288	.19538	1.12220	1.90356
	Equal variances not assumed			7.786	60.985	.000	1.51288	.19432	1.12432	1.90144

Appendix 17. Equivalent Sample T-test

T-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	1	30	85.90	.803	.147
	2	33	84.97	.847	.147

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	.009	.925	4.462	61	.000	.930	.208	.513	1.347
	Equal variances not assumed			4.474	60.886	.000	.930	.208	.514	1.346

Appendix 18. Result of T-test

T-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	1	30	8.7250	.72769	.13286
	2	33	7.2121	.81459	.14180

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Value	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.401	.529	7.743	61	.000	1.51288	.19538	1.12220	1.90356
	Equal variances not assumed			7.786	60.985	.000	1.51288	.19432	1.12432	1.90144



Appendix 19. Result of Regression Test (RQ2)

Regression

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	AQ ^b	.	Enter
a. Dependent Variable: Nilai			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.237 ^a	.056	.026	.77395
a. Predictors: (Constant), AQ				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.103	1	1.103	1.841	.185 ^b
	Residual	18.569	31	.599		
	Total	19.671	32			
a. Dependent Variable: Nilai						
b. Predictors: (Constant), AQ						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.170	.754		10.832	.000
	AQ	-.032	.024	-.237	-1.357	.185
a. Dependent Variable: Nilai						

Appendix 20. Result of One-Way ANOVA (RQ3)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	3.001	2	27	.067
	Based on Median	2.459	2	27	.104
	Based on Median and with adjusted df	2.459	2	19.645	.111
	Based on trimmed mean	2.989	2	27	.067

ANOVA					
Writing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.363	2	3.681	42.080	.000
Within Groups	2.362	27	.087		
Total	9.725	29			

Multiple Comparisons						
Dependent Variable: Writing						
Tukey HSD						
(I) AQ	(J) AQ	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Quitter	Climber	-2.010417*	.225901	.000	-2.57052	-1.45031
	Camper	-1.145924*	.160232	.000	-1.54321	-.74864
Climber	Quitter	2.010417*	.225901	.000	1.45031	2.57052
	Camper	.864493*	.181561	.000	.41433	1.31466
Camper	Quitter	1.145924*	.160232	.000	.74864	1.54321
	Climber	-.864493*	.181561	.000	-1.31466	-.41433

*. The mean difference is significant at the 0.05 level.

Appendix 21. R. Table

Distribusi nilai r_{tabel} Signifikansi 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 22. Result of Construct Validity

		Correlations																				
		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Soal 16	Soal 17	Soal 18	Soal 19	Soal 20	Total
Soal 1	Pearson Correlation	1	.509**	.475**	.573**	.515**	.520**	.526**	.558**	.576**	.505**	.625**	.532**	.487**	.527**	.592**	.458**	.490**	.634**	.582**	.412**	.353**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 2	Pearson Correlation	.509**	1	.475**	.534**	.627**	.518**	.474**	.458**	.515**	.416**	.467**	.585**	.466**	.577**	.504**	.448**	.550**	.554**	.437**	.499**	.430**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 3	Pearson Correlation	.475**	.475**	1	.462**	.350**	.469**	.594**	.495**	.540**	.455**	.478**	.371**	.516**	.504**	.449**	.359**	.497**	.547**	.595**	.431**	.262
	Sig. (2-tailed)	.000	.000		.000	.003	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.002	.000	.000	.000	.000	.056
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72

Soal 4	Pearson Correlation	.573**	.534**	.462**	1	.492**	.558**	.566**	.502**	.580**	.563**	.429**	.543**	.509**	.480**	.491**	.546**	.616**	.615**	.504**	.543**	.429**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 5	Pearson Correlation	.515**	.627**	.350**	.492**	1	.516**	.384**	.371**	.450**	.498**	.408**	.445**	.373**	.310**	.484**	.423**	.459**	.478**	.408**	.377**	.476**
	Sig. (2-tailed)	.000	.000	.003	.000		.000	.001	.001	.000	.000	.000	.000	.001	.008	.000	.000	.000	.000	.000	.001	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 6	Pearson Correlation	.520**	.518**	.469**	.558**	.516**	1	.510**	.537**	.527**	.521**	.565**	.491**	.536**	.429**	.598**	.626**	.467**	.555**	.551**	.517**	.319**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.006
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 7	Pearson Correlation	.526**	.474**	.594**	.566**	.384**	.510**	1	.519**	.554**	.474**	.568**	.548**	.543**	.492**	.523**	.523**	.552**	.509**	.479**	.498**	.379**
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72

Soal 8	Pearson Correlation	.558**	.458**	.495**	.502**	.371**	.537**	.519**	1	.560**	.460**	.541**	.494**	.425**	.512**	.498**	.468**	.512**	.549**	.511**	.459**	.325**
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.005
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 9	Pearson Correlation	.576**	.515**	.540**	.580**	.450**	.527**	.554**	.560**	1	.623**	.535**	.539**	.542**	.565**	.478**	.532**	.590**	.529**	.657**	.387**	.358**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.002
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 10	Pearson Correlation	.505**	.416**	.455**	.563**	.498**	.521**	.474**	.460**	.623**	1	.501**	.533**	.548**	.502**	.550**	.578**	.620**	.590**	.511**	.418**	.432**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 11	Pearson Correlation	.625**	.467**	.478**	.429**	.408**	.565**	.568**	.541**	.535**	.501**	1	.576**	.432**	.547**	.626**	.465**	.478**	.484**	.530**	.358**	.445**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.002	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72

Soal 12	Pearson Correlation	.532**	.585**	.371**	.543**	.445**	.491**	.548**	.494**	.539**	.533**	.576**	1	.466**	.472**	.582**	.555**	.401**	.540**	.485**	.447**	.442**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 13	Pearson Correlation	.487**	.466**	.516**	.509**	.373**	.536**	.543**	.425**	.542**	.548**	.432**	.466**	1	.543**	.467**	.467**	.474**	.608**	.576**	.447**	.268*
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.023
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 14	Pearson Correlation	.527**	.577**	.504**	.480**	.310**	.429**	.492**	.512**	.565**	.502**	.547**	.472**	.543**	1	.547**	.462**	.476**	.511**	.478**	.524**	.367**
	Sig. (2-tailed)	.000	.000	.000	.000	.008	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.002
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 15	Pearson Correlation	.592**	.504**	.449**	.491**	.484**	.598**	.523**	.498**	.478**	.550**	.626**	.582**	.467**	.547**	1	.484**	.515**	.555**	.547**	.473**	.408**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72

Soal 16	Pearson Correlation	.458**	.448**	.359**	.546**	.423**	.626**	.523**	.468**	.532**	.578**	.465**	.555**	.467**	.462**	.484**	1	.543**	.502**	.384**	.443**	.459**
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.001	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 17	Pearson Correlation	.490**	.550**	.497**	.616**	.459**	.467**	.552**	.512**	.590**	.620**	.478**	.401**	.474**	.476**	.515**	.543**	1	.497**	.546**	.428**	.454**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 18	Pearson Correlation	.634**	.554**	.547**	.615**	.478**	.555**	.509**	.549**	.529**	.590**	.484**	.540**	.608**	.511**	.555**	.502**	.497**	1	.467**	.510**	.254*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.032
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Soal 19	Pearson Correlation	.582**	.437**	.595**	.504**	.408**	.551**	.479**	.511**	.657**	.511**	.530**	.485**	.576**	.478**	.547**	.384**	.546**	.467**	1	.418**	.246*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000		.000	.037
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72

Soal 20	Pearson Correlati on	.412 **	.499 **	.431 **	.543 **	.377 **	.517 **	.498 **	.459 **	.387 **	.418**	.358**	.447**	.447**	.524**	.473**	.443**	.428**	.510**	.418**	1	.239
	Sig. (2- tailed)	.000	.000	.000	.000	.001	.000	.000	.000	.001	.000	.002	.000	.000	.000	.000	.000	.000	.000	.000		.052
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
Total	Pearson Correlati on	.353 **	.430 **	.226	.429 **	.476 **	.319 **	.379 **	.325 **	.358 **	.432**	.445**	.442**	.268*	.367**	.408**	.459**	.454**	.254*	.246*	.230	1
	Sig. (2- tailed)	.002	.000	.056	.000	.000	.006	.001	.005	.002	.000	.000	.000	.023	.002	.000	.000	.000	.032	.037	.052	
	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
**. Correlation is significant at the 0.01 level (2-tailed).																						
*. Correlation is significant at the 0.05 level (2-tailed).																						

