



APPENDICES

Appendix 1. Observation Sheets

Observation Sheet

Observation Day 1 IN SMAN 1 SINGARAJA Teaching Material:			
	Learning Steps	Activity	Technology Use
Pre-Activity	Organizing Problems for Students	- Students respond to questions related to narrative text - Students observe several images about narrative text given by the teacher - Students observe images that match the story in the video given by the teacher	Power Point & Youtube
	Organize students to learn	- The teacher asks students to find a partner - The teacher asks students to answer questions related to the pictures and videos provided.	Power Point
Main Activity	Guiding Group and Independent Investigation	- Students watch a video entitled "Timun Mas" - The teacher asks several questions about the video entitled "Timun Mas" - Students, with the teacher's guidance and direction, answer the questions given.	Power Point (youtube)
	Develop and Present Products in an exhibition	- Students explain the answers to the questions given orally - Students are invited to provide comments on their friends' answers	-
Post Activity	Analyze and Evaluate Problem's Solution	- The teacher gives students the opportunity to ask about material that they have not understood during the	-

		learning process. - Students, with the teacher's direction and guidance, conclude the results of the discussion during the learning process.	
	Reflection	- The teacher asks how students feel during the learning process by asking 1 student representative to convey it directly.	-

Observation Day 2 IN SMAN 1 SINGARAJA			
Teaching Material:			
Learning Steps		Activity	Technology Use
Pre-Activity	Organizing Problems for Students	- Students are asked to watch the previously shown video entitled "Timun Mas" again. - Students identify social functions, generic structures and language features in the video entitled "Timun Mas"	Power Point
	Organize students to learn	- Students look for groups consisting of 5 people and sit with their group to work on the tasks given by the teacher.	Power Point
Main Activity	Guiding Group and Independent Investigation	- Students listen to the teacher's explanation regarding the questions given. - Students watch the narrative video entitled "Timun Mas" again to understand it better and write down the answers in groups.	Power Point
	Develop and Present Products in an exhibition	- Students take turns presenting the summary of the story they have created with their group in front of the class.	-
Post Activity	Analyze and Evaluate Problem's Solution	- Students, guided by the teacher, provide feedback on the results of their friends' presentations. - The teacher gives students the opportunity to ask about material they do not yet understand about the	-

		material given during the learning process.	
	Reflection	- The teacher asks how students feel during the learning process by asking 1 student representative to convey it directly.	-

Observation Day 3 IN SMAN 1 SINGARAJA			
Teaching Material:			
Learning Steps		Activity	Technology Use
Pre-Activity	Organizing Problems for Students	- The teacher asks students to create a folk story using Canva.	Canva
	Organize students to learn	- Students sit with their groups to work on the assignments given by the teacher.	Canva
Main Activity	Guiding Group and Independent Investigation	- Students listen to the teacher's explanation regarding the instructions that will be used to create a mini drama from the results of their discussion.	-
	Develop and Present Products in an exhibition	- Students perform a mini drama "Story Telling" from the results of their group discussions in front of the class.	-
Post Activity	Analyze and Evaluate Problem's Solution	- Students, guided by the teacher, provide feedback on their friends' performance results.	-
	Reflection	- The teacher gives students the opportunity to ask how they feel when performing a mini drama in front of the class.	-

Appendix 2. Assessment Rubric

Assesment : Formatif : Process Assessment (Speaking Performance)

Assessment Guidelines : Rubrik

Assessment Rubric:

ASPECT	INFORMATION	Level	SCOR
Contents	• Very understanding; very broad and complete; very detailed; very appropriate to the social function of the written text.	Very good.	30-27
	• Understanding; broad and complete; detailed; appropriate to the title and social function of the written text, although not detailed enough.	Good	26-22
	• Limited understanding; incomplete; not detailed enough; the social function of the written text is not detailed enough.	Enough	21-17
	• Does not understand the content; does not hit the mark; not enough to be assessed, does not contain the social function of the text.	Less	16-13
Vocabulary	• Very extensive; very effective use; very good command of word formation; very appropriate word choice.	Very good.	30-27
	• Extensive; effective use; good command of word formation; less appropriate word choice.	Good	26-22
	• Limited; less effective; less good command of word formation; less appropriate word choice.	Enough	21-17
	• Like translation; does not understand word formation; does not master words; not good enough to be assessed.	Less	16-13
Organization	• There are parts according to the text form in a very logical and orderly order.	Very good.	20-18
	• There are parts according to the text form that are arranged quite logically and orderly.	Good	17-14
	• There are parts according to the text form but the arrangement is not logical and orderly.	Enough	13-10
	• It is not clear that there are parts according to the text form so it is not enough to be assessed.	Less	9-7
Use of Language	• Very good at grammar; very few errors in the use and arrangement of sentences and words.	Very good.	10-8
	• Use and organize simple sentences; few grammatical errors without obscuring the meaning.	Good	7-5
	• Difficulty in using and constructing simple sentences; grammatical errors that obscure meaning.	Enough	4-3
	• Not mastering the use and construction of sentences; uncommunicative; not enough to judge.	Less	2-1
Mechanic	• Very good at mastering rules such as: spelling, punctuation, capitalization, and new paragraph rules.	Very good.	10-8
	• Mastering rules such as: spelling, punctuation, capitalization, and new paragraph rules with few errors.	Good	7-5
	• Less good at mastering rules such as spelling, punctuation, capitalization, and new paragraph rules with many errors.	Enough	4-3
	• Not good at mastering rules such as: spelling, punctuation, capitalization, and new paragraph rules; writing is difficult to read; not good enough to be assessed	Less	2-1

Skor = isi+ kosakata + organisasi + tata bahasa + mekanik = 100

Appendix 3. Research Questionnaire

Judul Penelitian:

“Kesiapan Siswa dalam Implementasi Problem-Based Learning (PBL) yang Terintegrasi dengan Teknologi di SMAN 1 Singaraja”

Deskripsi:

Kuesioner ini disusun sebagai bagian dari penelitian yang bertujuan untuk mengetahui tingkat kesiapan siswa dalam mengikuti pembelajaran berbasis masalah (Problem-Based Learning) yang terintegrasi dengan teknologi. Penelitian ini dilakukan untuk mendukung pengembangan strategi pembelajaran yang lebih efektif dan sesuai dengan kebutuhan siswa di era Kurikulum Merdeka.

Kerahasiaan Data:

Seluruh data dan informasi yang Anda berikan akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan akademik. Identitas responden tidak akan dicantumkan dalam laporan penelitian. Partisipasi Anda bersifat sukarela dan sangat kami hargai.

Petunjuk Pengisian:

Silakan isi setiap pernyataan sesuai dengan pendapat dan pengalaman Anda selama mengikuti pembelajaran PBL yang menggunakan teknologi. Tidak ada jawaban benar atau salah. Jawaban Anda akan sangat membantu dalam meningkatkan kualitas pembelajaran di sekolah.

NOTE:

- Tidak ada jawaban benar atau salah dalam kuesioner ini

Kuesioner ini bertujuan untuk memahami kesiapan Anda dalam mengikuti pembelajaran berbasis masalah yang menggunakan teknologi. Jawablah setiap pernyataan dengan jujur sesuai dengan pengalaman dan perasaan Anda. Semua jawaban akan digunakan untuk keperluan penelitian dan akan dijaga kerahasiaannya.

"Terima kasih karena sudah menyempatkan waktu untuk mengisi kuesior ini"

Nama Lengkap: _____

Kelas:

() 10E

() 10J

() 10I

Jenis Kelamin:

() Perempuan

() Laki – Laki

Dimensi Usaha (Effort)

Mengukur sejauh mana siswa berusaha secara aktif dalam menghadapi tantangan pembelajaran berbasis masalah yang menggunakan teknologi. Ini mencakup ketekunan, kerja keras, dan inisiatif siswa dalam menyelesaikan tugas, mencari informasi tambahan, serta berpartisipasi dalam kegiatan kelompok.

No.	Pernyataan	Sangat Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
1.	Saya berusaha menjawab pertanyaan guru setelah menonton video pembelajaran.				
2.	Saya aktif berdiskusi dalam kelompok saat mengerjakan tugas				
3.	Saya berusaha memahami cerita yang ditampilkan dalam video.				
4.	Saya membantu kelompok saya menyelesaikan tugas seperti membuat cerita rakyat.				
5.	Saya tetap fokus saat menonton video pembelajaran seperti “Timun Mas.”				
6.	Saya menyelesaikan bagian tugas kelompok saya tepat waktu				
7.	Saya mengambil inisiatif untuk memberikan masukan terhadap presentasi teman.				
8.	Saya meninjau materi (misalnya video, PowerPoint) sebelum kerja kelompok.				
9.	Saya bertanya jika saya tidak memahami tugas atau materi.				

10.	Saya tetap berusaha memahami video atau cerita meskipun sulit.				
11.	Saya selalu berkontribusi saat kelompok saya mengerjakan tugas.				
12.	Saya menggunakan alat digital seperti Canva saat diberi tugas.				

Dimensi Kemauan (Willingness)

Menilai sikap dan keterbukaan siswa terhadap metode pembelajaran baru, khususnya PBL yang terintegrasi dengan teknologi. Dimensi ini mencerminkan motivasi intrinsik, antusiasme, dan kesiapan mental siswa untuk menerima perubahan dalam proses belajar.

No.	Pernyataan	Sangat Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
13.	Saya senang belajar melalui kegiatan mendongeng dan drama.				
14.	Saya bersedia menggunakan Canva atau alat lain untuk membuat cerita digital.				
15.	Saya terbuka untuk memberi dan menerima masukan saat presentasi.				
16.	Saya merasa senang saat pembelajaran melibatkan menonton video.				
17.	Saya termotivasi untuk belajar saat bisa bekerja sama dengan teman.				
18.	Saya antusias tampil di depan kelas.				
19.	Saya merasa percaya diri saat diminta tampil atau presentasi di depan orang lain.				
20.	Saya tertarik menggunakan teknologi untuk menyelesaikan tugas pembelajaran.				

Dimensi Kemampuan (Capacity)

Mengidentifikasi kemampuan aktual siswa dalam menggunakan teknologi dan menyelesaikan tugas berbasis masalah. Ini mencakup keterampilan teknis, kemampuan berpikir kritis, dan kesiapan intelektual untuk beradaptasi dengan pembelajaran berbasis teknologi.

No.	Pernyataan	Sangat Tidak Setuju	Kurang Setuju	Setuju	Sangat Setuju
21.	Saya dapat menggunakan Canva untuk membuat versi digital dari cerita rakyat.				
22.	Saya dapat mengidentifikasi struktur dan ciri kebahasaan teks naratif.				
23.	Saya dapat merangkum cerita setelah menonton video.				
24.	Saya dapat bekerja mandiri saat mempersiapkan presentasi kelompok.				
25.	Saya dapat memberikan masukan yang membangun kepada teman sekelas.				
26.	Saya dapat beradaptasi dengan tugas pembelajaran baru yang melibatkan teknologi.				
27.	Saya merasa kesulitan menggunakan Canva atau alat digital lainnya.				
28.	Saya memahami isi video dan dapat menjawab pertanyaan dengan baik..				
29.	Saya memahami instruksi untuk tugas kelompok dengan jelas.				
30.	Saya merasa siap saat diminta menampilkan drama mini di kelas.				

Appendix 4. Questionnaire Responses

Responden	Question No.																														
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73	3	3	4	3	3	3	2	3	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	3	4	4	1	4	4	4	
74	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
75	3	4	4	4	4	4	3	4	4	4	5	5	4	5	5	4	5	3	3	4	5	4	5	4	3	4	2	3	5	2	

76	4	4	4	4	4	3	3	4	4	5	5	5	5	4	5	4	5	5	5	5	5	5	4	3	5	5	2	5	5	4
77	4	3	4	4	4	4	3	4	4	5	5	4	2	5	4	5	5	4	3	5	5	4	5	3	3	5	2	4	4	3
78	3	3	2	3	3	3	3	3	3	4	3	4	3	3	4	4	4	3	3	3	3	3	4	4	4	4	4	5	3	4
79	3	3	4	4	4	4	3	4	4	5	4	5	4	5	5	5	5	3	4	5	5	4	5	3	3	5	2	5	3	5
80	2	4	2	4	1	3	4	2	3	3	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
81	4	2	3	4	3	4	3	2	3	3	3	5	5	5	5	4	3	4	3	3	2	5	2	4	4	3	3	3	4	4
82	4	4	4	4	4	4	3	3	3	4	5	3	4	4	3	4	4	3	4	5	4	4	4	3	4	3	4	3	4	4
83	3	4	4	4	4	4	3	4	4	5	5	5	4	5	5	5	5	3	3	5	5	5	5	4	4	5	1	4	5	5
84	4	3	3	4	2	3	3	2	3	4	5	5	3	4	4	3	4	4	4	2	4	4	4	4	3	5	5	5	4	5
85	4	4	4	4	4	4	4	4	4	5	5	5	4	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4
86	4	4	4	4	4	3	4	3	4	4	5	5	5	5	4	5	3	1	1	4	5	4	5	3	4	5	3	4	4	1
87	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
88	2	3	2	4	4	3	3	3	3	3	4	4	3	2	4	4	4	3	4	5	4	5	4	4	4	4	5	3	4	5
89	3	4	4	3	4	3	2	2	4	3	3	3	1	5	3	5	2	3	3	3	5	5	5	4	3	3	3	4	3	2
90	3	4	4	4	4	4	4	4	3	5	5	5	4	4	5	5	5	3	3	5	4	5	5	4	4	5	2	5	4	4
91	3	4	4	4	4	4	2	4	2	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	5	5
92	2	4	2	2	1	3	2	2	2	3	4	2	1	1	2	1	3	3	4	4	1	3	3	4	1	1	4	2	3	1
93	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
94	4	4	4	4	4	4	4	4	4	5	5	5	5	1	5	5	5	3	5	5	1	5	5	1	5	4	1	5	1	5
95	1	3	4	4	1	2	2	2	1	1	2	2	5	5	5	5	5	5	5	4	5	3	4	3	4	5	5	5	5	5

96	3	3	4	3	3	3	2	4	2	5	4	3	4	3	4	4	4	3	3	5	3	5	5	5	3	4	2	4	4	3
97	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	4	3	2	5	5	5	4	3	3	5	5	4	4	2



Appendix 5. Validity Test on Questionnaire

VARS0001	VARS0002	VARS0003	VARS0004	VARS0005	VARS0006	VARS0007	VARS0008	VARS0009	VARS0010	VARS0011	VARS0012	VARS0013	VARS0014	VARS0015	VARS0016	VARS0017	VARS0018	VARS0019	VARS0020	VARS0021	VARS0022	VARS0023	VARS0024	VARS0025	VARS0026	VARS0027	VARS0028	VARS0029	VARS0030	VARS0031	VARS0032	VARS0033	VARS0034	VARS0035	VARS0036	VARS0037	VARS0038	VARS0039	VARS0040	VARS0041	VARS0042	VARS0043	VARS0044	VARS0045	VARS0046	VARS0047	VARS0048	VARS0049	VARS0050	VARS0051	VARS0052	VARS0053	VARS0054	VARS0055	VARS0056	VARS0057	VARS0058	VARS0059	VARS0060	VARS0061	VARS0062	VARS0063	VARS0064	VARS0065	VARS0066	VARS0067	VARS0068	VARS0069	VARS0070	VARS0071	VARS0072	VARS0073	VARS0074	VARS0075	VARS0076	VARS0077	VARS0078	VARS0079	VARS0080	VARS0081	VARS0082	VARS0083	VARS0084	VARS0085	VARS0086	VARS0087	VARS0088	VARS0089	VARS0090	VARS0091	VARS0092	VARS0093	VARS0094	VARS0095	VARS0096	VARS0097	VARS0098	VARS0099	VARS0100	VARS0101	VARS0102	VARS0103	VARS0104	VARS0105	VARS0106	VARS0107	VARS0108	VARS0109	VARS0110	VARS0111	VARS0112	VARS0113	VARS0114	VARS0115	VARS0116	VARS0117	VARS0118	VARS0119	VARS0120	VARS0121	VARS0122	VARS0123	VARS0124	VARS0125	VARS0126	VARS0127	VARS0128	VARS0129	VARS0130	VARS0131	VARS0132	VARS0133	VARS0134	VARS0135	VARS0136	VARS0137	VARS0138	VARS0139	VARS0140	VARS0141	VARS0142	VARS0143	VARS0144	VARS0145	VARS0146	VARS0147	VARS0148	VARS0149	VARS0150	VARS0151	VARS0152	VARS0153	VARS0154	VARS0155	VARS0156	VARS0157	VARS0158	VARS0159	VARS0160	VARS0161	VARS0162	VARS0163	VARS0164	VARS0165	VARS0166	VARS0167	VARS0168	VARS0169	VARS0170	VARS0171	VARS0172	VARS0173	VARS0174	VARS0175	VARS0176	VARS0177	VARS0178	VARS0179	VARS0180	VARS0181	VARS0182	VARS0183	VARS0184	VARS0185	VARS0186	VARS0187	VARS0188	VARS0189	VARS0190	VARS0191	VARS0192	VARS0193	VARS0194	VARS0195
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*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 6. Reliability Test on Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.955	30

