LAMPIRAN- LAMPIRAN

Lampiran 1
Hasil Uji Kesetaraan

Skor Siswa

NO	KELAS TKP1	KELAS TKP2	KELAS DPIB 1	KELAS DPIB 2	KELAS DPIB 3
1	74	74	75	75	74
2	75	76	77	75	75
3	75	75	75	74	74
4	75	74	74	75	73
5	74	74	74	74	73
6	74	74	76	74	73
7	73	76	77	73	73
8	73	74	75	75	74
9	72	74	76	74	73
10	72	75	76	75	73
11	72	76	75	75	75
12	76	74	74	75	75
13	78	74	76	74	73
14	74	74	74	74	75
15	74	74	75	74	73
16	75	74	74	75	75
17	76	75	74	75	75
18	74	74	74	75	75
19	72	75	74	74	75
20	74	74	74	74	75
21	75	74	74	75	73
22	74	75	74	75	75
23	74	74	74	75	73
24	74	77	74	75	75
25	74	74	75	74	75
26	75	75	74	75	77
27	77	75	74	75	72
28	76	75	74	75	73
29	76	74	74	75	73
30	74	74	76	75	73
31			78	75	76
32			76	75	76
33			76	75	77
34			74	75	77
35			74	75	77
36			74	75	77

Test of Homogenelty of variances

Skor

Levene Statistic	df1	df2	Sig.
9.183	4	163	.000

ANOVA

Skor

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.611	4	1.153	.902	.464
Within Groups	208.222	163	1.277		
Total	212.833	167			

Skor

	Kelompok	N	Subset for alpha = 0.05
			1
Tukey HSD[a,b]	TKP 2	30	74.3667
	DPIB 3	36	74.4444
	TKP 1	30	74.5667
	DPIB 2	36	74.6667
	DPIB 1	36	74.8333
	Sig.		.446

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 33,333.

b. The group sizes are unequal. The harmonic mean of the

group sizes is used. Type I error levels are not guaranteed.

Multiple Comparisons

Dependent Variable: Skor

	(I) Kelompok	(J) Kelompok	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	TKP 1	TKP 2	.20000	.29183	.959	-.6050	10.050
		DPIB 1	-.26667	.27940	.875	-10.374	.5041
		DPIB 2	-.10000	.27940	.996	-.8707	.6707
		DPIB 3	.12222	.27940	.992	-.6485	.8930
	TKP 2	TKP 1	-.20000	.29183	.959	-10.050	.6050
		DPIB 1	-.46667	.27940	.455	-12.374	.3041
		DPIB 2	-.30000	.27940	.820	-10.707	.4707
		DPIB 3	-.07778	.27940	.999	-.8485	.6930
	DPIB 1	TKP 1	.26667	.27940	.875	-.5041	10.374
		TKP 2	.46667	.27940	.455	-.3041	12.374
		DPIB 2	.16667	.26640	.971	-.5682	.9015
		DPIB 3	.38889	.26640	.590	-.3460	11.238
	DPIB 2	TKP 1	.10000	.27940	.996	-.6707	.8707
		TKP 2	.30000	.27940	.820	-.4707	10.707
		DPIB 1	-.16667	.26640	.971	-.9015	.5682
		DPIB 3	.22222	.26640	.920	-.5127	.9571
	DPIB 3	TKP 1	-.12222	.27940	.992	-.8930	.6485
		TKP 2	.07778	.27940	.999	-.6930	.8485
		DPIB 1	-.38889	.26640	.590	-11.238	.3460
		DPIB 2	-.22222	.26640	.920	-.9571	.5127
Dunnett C	TKP 1	TKP 2	.20000	.30387		-.6833	10.833
		DPIB 1	-.26667	.23746		-.9524	.4190
		DPIB 2	-.10000	.17377		-.6037	.4037
		DPIB 3	.12222	.28583		-.7020	.9465
	TKP 2	TKP 1	-.20000	.30387		-10.833	.6833
		DPIB 1	-.46667	.32281		-14.016	.4683
		DPIB 2	-.30000	.27931		-11.110	.5110
		DPIB 3	-.07778	.35988		-11.186	.9631
	DPIB 1	TKP 1	.26667	.23746		-.4190	.9524
		TKP 2	.46667	.32281		-.4683	14.016
		DPIB 2	.16667	.20509		-.4230	.7563
		DPIB 3	.38889	.30588		-.4905	12.683
	DPIB 2	TKP 1	.10000	.17377		-.4037	.6037
		TKP 2	.30000	.27931		-.5110	11.110
		DPIB 1	-.16667	.20509		-.7563	.4230
		DPIB 3	.22222	.25956		-.5240	.9685
	DPIB 3	TKP 1	-.12222	.28583		-.9465	.7020
		TKP 2	.07778	.35988		-.9631	11.186
		DPIB 1	-.38889	.30588		-12.683	.4905
		DPIB 2	-.22222	.25956		-.9685	.5240

Lampiran 2 Daftar Siswa

2a. Daftar Siswa Kelompok Eksperimen

NO	NAMA	KELAS
1.	ACHMAD RISKI RAMADANI	XI DPIB 1
2.	ANAK AGUNG NGURAH DIMAS OKA PRATAMA	XI DPIB 1
3.	DEWA GEDE AGASTIA DAVANUGRAHA	XI DPIB 1
4.	FINZA SULTAN OKTAVIO MAS' UD	XI DPIB 1
5.	HAMDAN RAVITO PUTRA	XI DPIB 1
6.	I DESAK PUTU ARISTAWIDYA UTAMI	XI DPIB 1
7.	I DEWA NYOMAN GEDE BABAH GANESH PUTRA MULIANA	XI DPIB 1
8.	I GEDE ARYA SAPUTRA	XI DPIB 1
9.	I KADEK ABHI SASRAWAN	XI DPIB 1
10.	I KADEK BAGUS SAPUTRA	XI DPIB 1
11.	I KADEK KRISNA WIGUNA	XI DPIB 1
12.	I KETUT ADI NOPAN SETIAWAN	XI DPIB 1
13.	I MADE ANGGA DWI PUTRA	XI DPIB 1
14.	I MADE ARTAGUNA	XI DPIB 1
15.	I MADE RAI DIVA ANANTA	XI DPIB 1
16.	I MADE YOGA ARISTANA	XI DPIB 1
17.	I NYOMAN SATRIYA WIBAWA SUBRATA	XI DPIB 1
18.	I PUTU GEDE WARNA DEPASYA	XI DPIB 1
19.	I PUTU NOVA ARTAWAN	XI DPIB 1
20.	I PUTU RADITYA ANGGARA MERTHA	XI DPIB 1
21.	I PUTU RISKY SATYA DARMA	XI DPIB 1
22.	I WAYAN IPANG OKTANA SUPUTRA	XI DPIB 1
23.	IDA BAGUS GEDE BINTANG ARISANTA	XI DPIB 1
24.	KOMANG DANDI WISNU PADA	XI DPIB 1
25.	KOMANG DAYANA PUTRA	XI DPIB 1
26.	M. FITRO NASWAR ANAS	XI DPIB 1
27.	MARIO OKTAVIANUS ONGGUS	XI DPIB 1
28.	NI KADEK AURA PUTRI ARYA KIRANA	XI DPIB 1
29.	NI LUH KARTIKA WULANDARI	XI DPIB 1
30.	NI MADE ARI NADYA	XI DPIB 1
31.	NI PUTU AYU GITA MAYLANI	XI DPIB 1
32.	NI PUTU MELANIE PUSPITA DEWI	XI DPIB 1
33.	NI PUTU TANIA ARTAMIA LESTARI PUTRI	XI DPIB 1
34.	PUTU BAGAS CHESTA PRAMUDYA	XI DPIB 1
35.	PUTU DIRA MANIK PRASETYA	XI DPIB 1
36.	RAIHAN FADJRI AHMADI	XI DPIB 1

2b. Daftar Siswa Kelompok Kontrol

NO	NAMA	KELAS
1.	ADITYA PRATAMA	XI DPIB 2
2.	DHIA THALITA SYIFA	XI DPIB 2
3.	EKA GALANG SADIANTORO	XI DPIB 2
4.	FIKROTUS SAKHOFAH	XI DPIB 2
5.	HENGKY FITO IFAN PERDANA	XI DPIB 2
6.	I GEDE AGUS ARYA ADI PUTRA	XI DPIB 2
7.	I GEDE MADE RAMA DWI PUTRA	XI DPIB 2
8.	I GEDE RADITYA PRAMANA PUTRA	XI DPIB 2
9.	I GEDE YOGA PUTRA	XI DPIB 2
10.	I GUSTI NGURAH RADITYA WIRA ADI KUSUMA	XI DPIB 2
11.	I KADEK FANDYA PRANA ARTA	XI DPIB 2
12.	I KADEK PRASETYA DANA JAYA	XI DPIB 2
13.	I KOMANG CHRISNANTA SATRIA PUTRA	XI DPIB 2
14.	I MADE ARTHA SANJAYA PUTRA	XI DPIB 2
15.	I MADE WIKAN ASWIN SAMUDRA	XI DPIB 2
16.	I NYOMAN TRISTAN RADITYA	XI DPIB 2
17.	I NYOMAN YOGA ADI MAHENDRA	XI DPIB 2
18.	I PUTU AGUS EKA PRAMANA	XI DPIB 2
19.	I PUTU AGUS YUGA ADINATA	XI DPIB 2
20.	I PUTU ARTA PRADNYANA	XI DPIB 2
21.	I PUTU GEDE WICKY KHRISNA WIJAYA	XI DPIB 2
22.	I PUTU PANJI ARYA KUSUMA PUTRA	XI DPIB 2
23.	I WAYAN ADI SEDANA MUSTIKA GALANG PRATAMA	XI DPIB 2
24.	IDA BAGUS PUTU OKA ADNYANA	XI DPIB 2
25.	IRFAN BAKRIE FAWWAZ	XI DPIB 2
26.	KADEK NIKKY DWIPAYANA	XI DPIB 2
27.	KEYSA IGNATHEA PRANATA	XI DPIB 2
28.	MADE AGUS ADI WIDNYANA	XI DPIB 2
29.	NARENDRA BASKARA WIRATENAYA	XI DPIB 2
30.	NI LUH PUTU PURNAMA WULANDARI	XI DPIB 2
31.	NI MADE SARI PUSPA PRATIWI	XI DPIB 2
32.	NI NYOMAN WULANDARI MANDIRA GOPTA	XI DPIB 2
33.	NI PUTU DAVINA MAHARANI	XI DPIB 2
34.	NURUL AINI	XI DPIB 2
35.	NYOMAN BIMA SETIYADHARMA	XI DPIB 2
36.	RAFIIF AL MUSYAFFA	XI DPIB 2

2c. Daftar Hadir Siswa Kelompok Eksperimen

PEMERINTAH PROVINSI BALI

SMK NEGERI 1 DENPASAR

Jalan: HOS Cokroaminoto, Nomor: 84, Kode Pos: 80118, WA: 081236396662
NPSN: 50103118, Web: smkn1denpasar.sch.id, Email: fo@smkn1denpasar.sch.id

DAFTAR HADIR PESERTA DIKLAT/SISWA

Kelas/kelompok belajar : XI DPIB.1
Konsentrasi Keahlian : Desain Pemodelan dan informasi Bangunan
Bidang Keahlian : Teknologi Konstruksi dan Bangunan
Program Keahlian : Desain Pemodelan dan informasi Bangunan

Mata Pelajaran : Bahasa Inggris
Semester : 4
Tahun Pelajaran : 2025 - 2026

NO	NIS	NAMA PESERTA DIKLAT
1	31846	ACHMAD RISKI RAMADANI
2	31847	ANAK AGUNG NGURAH DIMAS OKA PRATAMA
3	31848	DEWA GEDE AGASTIA DAVANUGRAHA
4	31849	FINZA SULTAN OKTAVIO MAS' UD
5	31850	HAMDAN RAVITO PUTRA
6	31851	I DESAK PUTU ARISTAWIDYA UTAMI
7	31852	I DEWA NYOMAN GEDE BABAH GANESH PUTRA MULIANA
8	31853	I GEDE ARYA SAPUTRA
9	31854	I KADEK ABHI SASRAWAN
10	31855	I KADEK BAGUS SAPUTRA
11	31856	I KADEK KRISNA WIGUNA
12	31857	I KETUT ADI NOPAN SETIAWAN
13	31858	I MADE ANGGA DWI PUTRA
14	31859	I MADE ARTAGUNA
15	31860	I MADE RAI DIVA ANANTA
16	31861	I MADE YOGA ARISTANA
17	31862	I NYOMAN SATRIYA WIBAWA SUBRATA
18	31863	I PUTU GEDE WARNA DEPASYA
19	31864	I PUTU NOVA ARTAWAN
20	31865	I PUTU RADITYA ANGGARA MERTHA
21	31866	I PUTU RISKY SATYA DARMA
22	31867	I WAYAN IPANG OKTANA SUPUTRA
23	31868	IDA BAGUS GEDE BINTANG ARISANTA
24	31869	KOMANG DANDI WISNU PADA
25	31870	KOMANG DAYANA PUTRA
26	31871	M. FITRO NASWAR ANAS
27	31872	MARIO OKTAVIANUS ONGGUS
28	31873	NI KADEK AURA PUTRI ARYA KIRANA
29	31874	NI LUH KARTIKA WULANDARI
30	31876	NI MADE ARI NADYA
31	31877	NI PUTU AYU GITA MAYLANI
32	31878	NI PUTU MELANIE PUSPITA DEWI
33	31879	NI PUTU TANIA ARTAMIA LESTARI PUTRI
34	31880	PUTU BAGAS CHESTA PRAMUDYA
35	31881	PUTU DIRA MANIK PRASETYA
36	31882	RAIHAN FADJRI AHMADI

Tanggal pertemuan

2d. Daftar Hadir Siswa Kelompok Kontrol

PEMERINTAH PROVINSI BALI

SMK NEGERI 1 DENPASAR

Jalan: HOS Cokroaminoto, Nomor: 84, Kode Pos: 80118, WA: 081236396662
NPSN: 50103118, Web: smkn1denpasar.sch.id, Email: fo@smkn1denpasar.sch.id

DAFTAR HADIR PESERTA DIKLAT/SISWA

Kelas/kelompok belajar : XI DPIB 2
Konsentrasi Keahlian : Desain Pemodelan dan informasi Bangunan
Bidang Keahlian : Teknologi Konstruksi dan Bangunan
Program Keahlian : Desain Pemodelan dan informasi Bangunan

Mata Pelajaran : Bahasa Inggris
Semester : 4
Tahun Pelajaran : 2025 - 2026

NO	NIS	NAMA PESERTA DIKLAT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	S	I	A	%
1	31883	ADITYA PRATAMA	✓	✓	✓	✓	✓	✓	✓																	
2	31884	DHIA THALITA SYIFA	✓	✓	✓	✓	✓	✓	✓																	
3	31885	EKA GALANG SADIANTORO	✓	✓	✓	✓	✓	✓	✓																	
4	31886	FIKROTUS SAKHOFAH	✓	✓	✓	✓	✓	✓	✓																	
5	31887	HENGKY FITO IFAN PERDANA	✓	✓	✓	✓	✓	✓	✓																	
6	31888	I GEDE AGUS ARYA ADI PUTRA	✓	✓	✓	✓	✓	✓	✓																	
7	31889	I GEDE MADE RAMA DWI PUTRA	✓	✓	✓	✓	✓	✓	✓																	
8	31890	I GEDE RADITYA PRAMANA PUTRA	✓	✓	✓	✓	✓	✓	✓																	
9	31891	I GEDE YOGA PUTRA	✓	✓	✓	✓	✓	✓	✓																	
10	31892	I GUSTI NGURAH RADITYA WIRA ADI KUSUMA	✓	✓	✓	✓	S	✓	✓																	
11	31893	I KADEK FANDYA PRANA ARTA	✓	✓	✓	✓	✓	✓	✓																	
12	31894	I KADEK PRASETYA DANA JAYA	✓	✓	✓	✓	✓	✓	✓																	
13	31895	I KOMANG CHRISNANTA SATRIA PUTRA	✓	✓	✓	✓	✓	✓	✓																	
14	31896	I MADE ARTHA SANJAYA PUTRA	✓	✓	✓	✓	✓	✓	✓																	
15	31897	I MADE WIKAN ASWIN SAMUDRA	✓	✓	✓	✓	✓	✓	✓																	
16	31898	I NYOMAN TRISTAN RADITYA	✓	✓	✓	✓	✓	✓	✓																	
17	31899	I NYOMAN YOGA ADI MAHENDRA	✓	✓	✓	✓	✓	✓	✓																	
18	31900	I PUTU AGUS EKA PRAMANA	✓	✓	✓	✓	✓	✓	✓																	
19	31901	I PUTU AGUS YUGA ADINATA	✓	✓	✓	✓	✓	✓	✓																	
20	31902	I PUTU ARTA PRADNYANA	✓	✓	✓	✓	✓	✓	✓																	
21	31903	I PUTU GEDE WICKY KHRISNA WIJAYA	✓	S	✓	✓	✓	✓	✓																	
22	31904	I PUTU PANJI ARYA KUSUMA PUTRA	✓	✓	✓	✓	✓	✓	✓																	
23	31905	I WAYAN ADI SEDANA MUSTIKA GALANG PRATAMA	✓	✓	✓	✓	✓	✓	✓																	
24	31906	IDA BAGUS PUTU OKA ADNYANA	✓	S	✓	✓	✓	✓	✓																	
25	31907	IRFAN BAKRIE FAWWAZ	✓	✓	✓	✓	✓	✓	✓																	
26	31908	KADEK NIKKY DWIPAYANA	✓	✓	✓	✓	✓	S	✓																	
27	31909	KEYSA IGNATHEA PRANATA	✓	✓	✓	✓	✓	✓	✓																	
28	31910	MADE AGUS ADI WIDNYANA	✓	✓	✓	✓	✓	✓	✓																	
29	31911	NARENDRA BASKARA WIRATENAYA	✓	✓	✓	✓	✓	✓	✓																	
30	31912	NI LUH PUTU PURNAMA WULANDARI	✓	✓	S	✓	✓	✓	✓																	
31	31913	NI MADE SARI PUSPA PRATIWI	✓	✓	✓	✓	✓	✓	✓																	
32	31914	NI NYOMAN WULANDARI MANDIRA GOPTA	✓	✓	✓	✓	✓	S	✓																	
33	31915	NI PUTU DAVINA MAHARANI	✓	✓	✓	✓	✓	✓	✓																	
34	31916	NURUL AINI	✓	✓	✓	✓	✓	✓	✓																	
35	31917	NYOMAN BIMA SETIYADHARMA	✓	✓	✓	✓	✓	✓	✓																	
36	31918	RAFIIF AL MUSYAFFA	✓	✓	✓	✓	✓	✓	✓																	
		Tanggal pertemuan																								

Lampiran 3
Rencana Pembelajaran

3a. perencananaan pembelajaran I

INFORMASI UMUM	
Identitas Sekolah	SMK Negeri 1 Denpasar
Mata Pelajaran	Bahasa Inggris
Fase/Kelas	F/XI
Semester	1 (Ganjil)
Durasi	4 JP (4x45 menit), 2 kali pertemuan
Materi Pokok	Explanation Text
Tahun Penyusunan	2025

IDENTI FIKASI	**TARGET PESERTA DIDIK**
	• Peserta didik reguler
	• Peserta didik dengan kesulitan belajar, dan
	• Peserta didik dengan kondisi cerdas istimewa berbakat istimewa .

DIMENSI PROFIL LULUSAN (DPL)

✓	Keimanan dan Ketaqwaan terhadap Tuhan Yang Maha Esa	✓	Kolaborasi
✓	Kewargaan	✓	Kemandirian
✓	Penalaran Kritis		Kesehatan
✓	Kreativitas	✓	Komunikasi

*Centang yang relevan.

DESAIN PEMBELAJ ARAN	**CAPAIAN PEMBELAJARAN**
	Pada akhir fase E, murid memiliki kemampuan sebagai berikut :
	4.1. Menyimak - Berbicara (Listening - Speaking)
	Memahami alur informasi secara keseluruhan, gagasan utama dan detail dalam teks lisan fiksi dan non fiksi mengenai berbagai macam topik yang relevan dengan topik sehari-hari atau isu terkini; menggunakan bahasa Inggris untuk mengungkapkan pendapat dan mempertahankan argumen tentang topik yang dibahas. (Understand the entire flow of information, the main idea and details in fiction and nonfiction spoken texts about various topics relevant to everyday topics or current issues; using English to express their opinions and defend their arguments about the topics discussed)
	4.2. Membaca - Memirsa (Reading - Viewing)
	Memahami alur informasi secara keseluruhan, menganalisis dan menyimpulkan informasi tersurat dan tersirat dari berbagai jenis

teks fiksi dan non fiksi tertulis atau teks multimodal tentang topik sehari-hari atau isu terkini. (Understand the entire flow of information, analyze and infer explicit and implicit information in fiction and nonfiction from written and multimodal texts about everyday topics or current issues)

4.3. Menulis-Mempresentasikan (Writing - Presenting)

Mengomunikasikan gagasan dan pengalaman mereka secara tertulis atau multimodal dalam berbagai jenis teks fiksi dan nonfiksi dengan menggunakan berbagai media presentasi (cetak atau digital) untuk mencapai tujuan tertentu dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argumen tentang topik sehari-hari atau isu terkini. (Communicate their ideas and experiences in written or multimodal texts in fiction and nonfiction texts using different media of presentation (print and digital) to achieve specific goals with appropriate text structures and language features; express their opinions and defend their arguments about everyday topics or current issues)

TUJUAN PEMBELAJARAN

Melalui Model *Discovery Learning* dengan media *Mind mapping* peserta didik mampu memahami dan mengidentifikasi *Explanation text* serta Menyusun dan mempresentasikan *Explanation text*.

INDIKATOR TUJUAN PEMBELAJARAN
1. Mengidentifikasi struktur dan unsur kebahasaan teks explanation
2. Mengintegrasikan pemahaman konsep phenomena alam dari pelajaran IPA ke dalam kalimat Bahasa Inggris.
3. Menyusun *mind map* dari informasi yang dibaca / di dengar
4. Menyimpulkan isi teks dengan Bahasa sendiri
5. Mengorganisasikan ide tentang suatu fenomena ke dalam **mind map**.
6. Menulis teks explanation sederhana (3–4 paragraf) sesuai struktur dan kaidah bahasa.

MATERI/TOPIK PEMBELAJARAN
Explanation Text

LINTAS DISIPLIN ILMU
- IPA

PRAKTIK PEGAGOGIS
Pendekatan Pembelajaran:
Pembelajaran Mendalam dan Saintifik

Model Pembelajaran:
  1. *Discovery Learning* berbasis *Mind Mapping*

Metode Pembelajaran:

Literasi, Ceramah Interaktif, Diskusi, Tanya Jawab Interaktif, *Role-play*, dan Penugasan.

KEMITRAAN PEMBELAJARAN
  1. Guru-guru mata pelajaran terkait, terutama yang sesuai dengan lintas disiplin ilmu di atas.
  2. Peserta didik lintas kelas.
  3. Orang tua peserta didik.
  4. Komunitas Belajar PIJAR SKENSA.
  5. Kemitraan lainnya yang relevan.

LINGKUNGAN PEMBELAJARAN

Lingkungan pembelajaran yang ingin diwujudkan adalah lingkungan pembelajaran yang aman, nyaman, sehat, menyenangkan, memberikan ruang ekspresi dan kreativitas, memerdekakan dan saling memuliakan, mengakomodir kebutuhan dan keberagaman belajar peserta didik, serta menstimulus kepemimpinan peserta didik dalam pembelajaran.

Ruang Fisik
  1. Ruang kelas/laboratorium/bengkel dengan berbagai perlengkapan fasilitas di dalamnya.
  2. Ruang belajar lain seperti perpustakaan, areal *outdoor* sekitar lingkungan sekolah.
  3. Rumah dan masyarakat.

Budaya Belajar

Disiplin, kreatif, kolaboratif, respek dan saling memuliakan, bertanggung jawab dan dapat dipercaya.

PEMANFAATAN DIGITAL
  - **Alat Pembelajaran:**
    Laptop, *smartphone*, tablet, jaringan internet, dan LCD Projector
  - **Media Pembelajaran:**

AUDIO VISUAL	Video terkait materi: https://www.youtube.com/watch?v=LQwZwKS RPs
VISUAL	Buku Ajar dan Presentasi Ajar LCD/Proyektor, papan tulis, kert manila/lembar kerja, spidol warna, atau aplika *mind mapping* online.

  - **Platform Pembelajaran:**

	LMS SMK Negeri 1 Denpasar dan platform lain yang relevan seperti Google Classroom, Canva for Education, Quizizz/Wayground, Kahoot, Mentimeter, Wordwall, WhatsApp, Gemini, ChatGPT, dan sejenisnya.		
LANGKAH-LANGKAH PEMBELAJARAN **PERTEMUAN 1**			
KEGIATAN AWAL (20 Menit)	1. Doa bersama sebelum memulai kegiatan pembelajaran, dipimpin oleh salah satu peserta didik. 2. Guru mengecek kehadiran dan menanyakan kesiapan belajar peserta didik. 3. Guru mengecek kebersihan kelas dan kerapian peserta didik. 4. Guru menyampaikan Tujuan Pembelajaran (TP), garis besar cakupan materi, teknis kegiatan pembelajaran, penilaian pembelajaran, dan manfaat pembelajaran. 5. Guru mengelola pembelajaran di kelas didahului dengan menyapa peserta didik dan menyampaikan salam.		
KEGIATAN INTI (110 Menit)	*Stimulation*	Guru menayangkan video pendek tentang letusan gunung berapi	Siswa menyimak dan merespon pertanyaan yang berhubungan dengan isi video
	Problem Statement	Guru menanyakan apa yang ingin diketahui siswa	Siswa mengajukan pertanyaan terkait proses letusan
	Data Collection	Guru memberikan teks "How Volcano Erupts"	Siswa Membaca dan menandai informasi penting
	Data Processing	1. Guru membagi siswa menjadi beberapa kelompok. Meminta Masing-masing kelompok memilih isu (contoh: plastic waste, smoking, online games).	1. Masing-masing kelompok memilih isu (contoh: plastic waste, smoking, online games). Siswa mencari alasan-alasan (arguments) melalui brainstorming

	Verification	Memberikan masukan	Secara berkelompok siswa mempresentasikan hasil *mind map* di depan kelas
	Generalization	Meminta siswa menjawab pertanyaan terkait dengan teks	Menjawab pertanyaan secara mandiri

KEGIATAN PENUTUP (30 Menit)	1. Menyimpulkan isi pelajaran dan memberi umpan balik 2. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya. **3.** Guru memberikan penugasan: 4. Menginstruksikan peserta didik untuk mempelajari kembali materi yang sudah dipelajari, bila perlu dibuatkan ringkasannya sebagai pedoman review pembelajaran bersama pada pertemuan berikutnya. 5. Menutup pembelajaran dengan doa dan salam penutup. 6. Guru mengajak peserta didik melakukan kegiatan refleksi.

LANGKAH-LANGKAH PEMBELAJARAN
PERTEMUAN 2

KEGIATAN AWAL (10-15 Menit)	1. Doa bersama sebelum memulai kegiatan pembelajaran, dipimpin oleh salah satu peserta didik. 2. Guru mengecek kehadiran dan menanyakan kesiapan belajar peserta didik. 3. Guru mengecek kebersihan kelas dan kerapian peserta didik. 4. Guru menyampaikan Tujuan Pembelajaran (TP), garis besar cakupan materi, teknis kegiatan pembelajaran, penilaian pembelajaran, dan manfaat pembelajaran. 5. Guru mengelola pembelajaran di kelas didahului dengan menyapa peserta didik dan menyampaikan salam.

KEGIATAN INTI (135-140 Menit)	*Stimulation*	Guru memberikan teks tentang *How Rain Happens*	Siswa membaca dan merespon pertanyaan yang berhubungan dengan isi teks
	Problem Statement	Guru menanyakan apa yang ingin diketahui siswa	Siswa mengajukan pertanyaan terkait proses letusan

	Data Collection	1.membagi siswa menjadi beberapa kelompok 2.Meminta Masing-masing kelompok memilih isu : • Earthquake • Tsunami • Photosynthesis • The Water Cycle	1.Masing-masing kelompok memilih isu: 2.Siswa mencari Langkah-langkah (*Sequenced Explanation)* melalui brainstorming
	Data Processing	Siswa menuangkan ide-ide dalam bentuk **mind map** (judul di tengah, cabang untuk arguments, dan rekomendasi).	• Siswa menuangkan ide-ide dalam bentuk **mind map** (judul di tengah, cabang untuk arguments, dan rekomendasi).
	Verification	Guru memandu siswa untuk menyusun paragraf dengan urutan logis (awal–proses–akhir).	Siswa mengembangkan mind map menjadi kerangka tulisan (*outline*). Beberapa siswa mempresentasikan hasil kerangka tulisan mereka.
	Generalization	Guru memberikan umpan balik tentang isi, struktur teks, dan bahasa.	• Siswa menulis teks lengkap *Explanation Text* berdasarkan *mind map* yang sudah dibuat. • Beberapa siswa membaca hasil tulisannya di depan kelas atau bertukar tulisan untuk saling memberi masukan (*peer review*).
KEGIATAN PENUTUP (10-15Menit)	• Guru dan siswa menyimpulkan kembali ciri *Explanation Text*. • Guru memberikan refleksi: "What did you learn today about writing an explanation text?" • Guru memberi tugas rumah: menulis explanation text dengan tema pilihan sendiri (misalnya *How Photosynthesis Happens*).		

ASESMEN PEMBELAJARAN	
Asesmen Awal Pembelajaran *Asessment as Learning*	1. Asesmen Awal (kognitif dan nonkognitif) 2. Refleksi Awal (penilaian diri peserta didik)
Asesmen Proses Pembelajaran *Asessment for Learning*	1. Pemberian umpan balik dan *scaffolding* 2. Catatan Jurnal Mengajar Guru yang memuat: • Keterlibatan/keaktifan peserta didik dalam proses kegiatan pembelajaran (diskusi, presentasi, kuis, dan sejenisnya) • Penampilan kinerja dan sikap peserta didik dalam proses kegiatan pembelajaran (diskusi, presentasi, kuis, dan sejenisnya)
Asesmen Akhir Pembelajaran *Asessment of Learning*	1. Refleksi Akhir 2. Tes formatif dalam bentuk Tes Tulis menggunakan soal pilihan ganda yang nantinya ditindaklanjuti dengan tindakan Remedial maupun Pengayaan.

LAMPIRAN

Berbagai dokumen lampiran dapat dilampirkan melalui link atau barcode, maupun bisa juga disertakan secara langsung dalam dokumen Perencanaan Pembelajaran ini.

Denpasar, Juli 2025
Guru Mata Pelajaran,

I Gusti Ayu Made Dewi Yuginarta,.

3b. MATERI

What is an Explanation Text?

Explanation text is a type of non-fiction writing that explains **how or why something happens**. Its main purpose is to provide clear and logical information to help the reader understand a process, phenomenon, or event.

Purpose

To explain how something works or why something occurs in the natural, social, or cultural world.

Generic Structure of Explanation Text

1. **Title** – Tells what is being explained.
2. **General Statement** – Introduces the topic to be explained.
3. **Sequenced Explanation** – A series of logical steps explaining the process or reasons.
4. **(Optional) Conclusion** – A summary or closing statement.

Language Features

- Focus on general (not personal) nouns: *the sun, plants, volcanoes*
- Use of **present tense**
- Use of **cause-and-effect** conjunctions: *because, so, as a result*
- Use of passive voice: *is formed, are made*
- Technical terms or scientific vocabulary

Examples of Explanation Text Topics

- How rain is formed
- Why seasons change
- How a volcano erupts
- How photosynthesis works
- Why we have tides

LKPD

Task 1 Watch the Video : Volcanic Eruption
https://www.youtube.com/watch?v=LQwZwKS9RPs
Task 2 Vocabulary
A. Find the meaning of the word below!
1. Magma =……….
2. Lava   =…………
3. Crater =………..
4. Fault   =……………
5. Eruption =…………

B. Use these words: magma,lava, eruption,pressure,crust
1. A volcano erupts when …………… builds up inside the Earth
2. ………..is the molten rock stored under the Earth's surface.
3. When magma comes out of the Earth, it is called ………..
4. The Earth's outer layer is known as the …….
5. A volcanic …………. Can release ash, gas, and lava

Task 3 Comprehend the text!

How a Volcano Erupts

A volcano is an opening in the Earth's crust that allows molten rock, gases, and ash to escape from beneath the surface. Volcanoes are found where tectonic plates meet or at hotspots in the Earth's mantle.

First, deep beneath the Earth's surface, there is extremely hot liquid rock called **magma**. Magma is stored in a magma chamber.

Next, pressure builds up inside the Earth due to the movement of tectonic plates or the accumulation of magma. When the pressure becomes too great, it pushes the magma upwards through cracks in the Earth's crust.

As the magma rises to the surface, it bursts through the opening of the volcano. Once it reaches the air, the magma is called **lava**. Along with lava, the eruption may also release ash, gas, and volcanic rocks.

Finally, after the eruption, lava cools and hardens, forming new layers on the volcano's surface. This process can change the shape and size of the volcano over time.

Volcanic eruptions are natural events that can be both destructive and creative, forming new land while also posing risks to nearby life and property.

Task 4 Create Mind Map based on the text above!

Task 5 Answer the question based on the text!

a. What is the function of the text?
b. Determine generic structure of the text?
c. What causes magma to rise to the surface?
d. What happens when magma reaches the Earth's surface?
e. Name two things that come out during a volcanic eruption besides lava.

Task 6 Amati teks berikut tentang **"How Rain Happens"**.

Title: How Rain Happens

General Statement:
Rain is a natural phenomenon that happens in the water cycle. It occurs when water from the earth's surface evaporates, forms clouds, and then falls back as precipitation.

Explanation (Steps of the Process):
First, the heat from the sun causes water in rivers, lakes, and oceans to evaporate and turn into water vapor.
Next, the water vapor rises into the air and cools down, forming tiny water droplets. These droplets gather together to form clouds.
When the clouds become heavy and full of water droplets, they cannot hold the water anymore.
Finally, the water falls down to the earth's surface as rain.

Closing (Optional):
Rain is very important because it provides fresh water for living things and keeps the balance of nature.

Pertanyaan Diskusi:

a. What phenomenon is being explained in the text?
b. What is the general statement?
c. What is the process of the phenomenon?

Task 7 Pilih salah satu fenomena berikut untuk dijadikan topik penulisan (Choose one of the topic below to write explanation text!):

- The Water Cycle
- Earthquake
- Tsunami
- Photosynthesis

Task 8 Buatlah **Mind Map** berdasarkan fenomena yang dipilih.

- Tengah: Judul fenomena
- Cabang 1: General Statement
- Cabang 2: Proses 1
- Cabang 3: Proses 2
- Cabang 4: Proses 3 (lanjutkan sesuai kebutuhan)

Task 9 Susun kerangka tulisan (*outline*) dari mind map kalian.

- Paragraph 1: General Statement
- Paragraph 2–3: Explanation (Proses)
- Paragraph 4: (optional) Closing/summary

Task 10 Kembangkan kerangka menjadi teks *Explanation* dengan panjang minimal 3 paragraf. Tulis hasilnya di bawah ini:

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

Refleksi

1. Apa yang kamu pelajari hari ini?
   ....
2. Apa kesulitanmu dalam menulis *Explanation Text*?
   ....
3. Bagaimana *mind mapping* membantumu menulis teks?
   ....

Key Answer

1. Mind Mapping
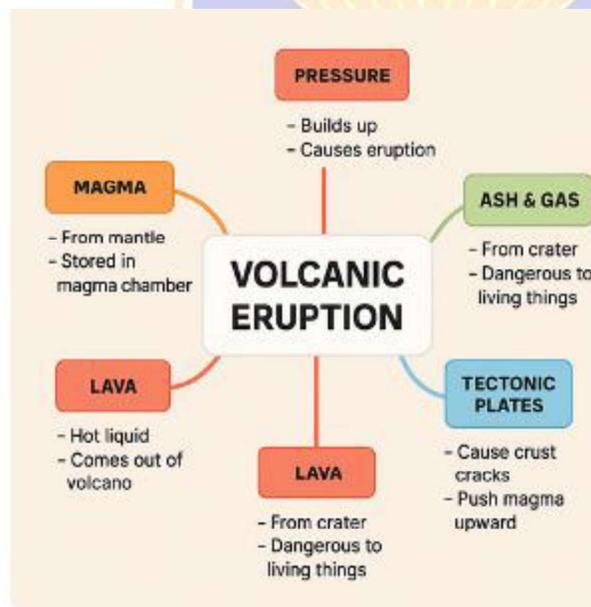
a. To explain how volcano erupts
b. Generic structure of the text

General Statement
A volcano is an opening in the Earth's crust that allows molten rock, gases, and ash to escape from beneath the surface. Volcanoes are found where tectonic plates meet or at hotspots in the Earth's mantle.

Sequenced Explanation
First, deep beneath the Earth's surface, there is extremely hot liquid rock called **magma**. Magma is stored in a magma chamber.

Next, pressure builds up inside the Earth due to the movement of tectonic plates or the accumulation of magma. When the pressure becomes too great, it pushes the magma upwards through cracks in the Earth's crust.

As the magma rises to the surface, it bursts through the opening of the volcano. Once it reaches the air, the magma is called **lava**. Along with lava, the eruption may also release ash, gas, and volcanic rocks.

Finally, after the eruption, lava cools and hardens, forming new layers on the volcano's surface. This process can change the shape and size of the volcano over time.

Conclusion (Optional)
Volcanic eruptions are natural events that can be both destructive and creative, forming new land while also posing risks to nearby life and property.

c. Magma rises to the surface because it is less dense than the surrounding solid rock. The pressure from gases within the magma also pushes it upward through cracks in the Earth's crust.
d. When magma reaches the Earth's surface, it is called **lava**. It flows out of the volcano and cools down, eventually forming new layers of rock.
e. **Ash and Volcanic gases** (such as carbon dioxide, sulfur dioxide, and water vapor)

3c. PERENCANANAAN PEMBELAJARAN II

INFORMASI UMUM	
Identitas Sekolah	SMK Negeri 1 Denpasar
Mata Pelajaran	Bahasa Inggris
Fase/Kelas	F/XI
Semester	1 (Ganjil)
Durasi	4 JP (4x45 menit), 2 kali pertemuan
Materi Pokok	Hortatory Text
Tahun Penyusunan	2025

IDENTIFIKASI	**TARGET PESERTA DIDIK** • Peserta didik reguler • Peserta didik dengan kesulitan belajar, dan • Peserta didik dengan kondisi cerdas istimewa berbakat istimewa . **DIMENSI PROFIL LULUSAN (DPL)** <table><tr><td>✓</td><td>Keimanan dan Ketaqwaan terhadap Tuhan Yang Maha Esa</td><td>✓</td><td>Kolaborasi</td></tr><tr><td>✓</td><td>Kewargaan</td><td>✓</td><td>Kemandirian</td></tr><tr><td>✓</td><td>Penalaran Kritis</td><td></td><td>Kesehatan</td></tr><tr><td>✓</td><td>Kreativitas</td><td>✓</td><td>Komunikasi</td></tr></table>*Centang yang relevan.
DESAIN PEMBELAJARAN	**CAPAIAN PEMBELAJARAN** Pada akhir fase E, murid memiliki kemampuan sebagai berikut : 4.1. Menyimak - Berbicara (Listening - Speaking) Memahami alur informasi secara keseluruhan, gagasan utama dan detail dalam teks lisan fiksi dan non fiksi mengenai berbagai macam topik yang relevan dengan topik sehari-hari atau isu terkini; menggunakan bahasa Inggris untuk mengungkapkan pendapat dan mempertahankan argumen tentang topik yang dibahas. (Understand the entire flow of information, the main idea and details in fiction and nonfiction spoken texts about various topics relevant to everyday topics or current issues; using English to express

their opinions and defend their arguments about the topics discussed)

4.2. Membaca - Memirsa (Reading - Viewing)

Memahami alur informasi secara keseluruhan, menganalisis dan menyimpulkan informasi tersurat dan tersirat dari berbagai jenis teks fiksi dan non fiksi tertulis atau teks multimodal tentang topik sehari-hari atau isu terkini. (Understand the entire flow of information, analyze and infer explicit and implicit information in fiction and nonfiction from written and multimodal texts about everyday topics or current issues)

4.3. Menulis-Mempresentasikan (Writing - Presenting)

Mengomunikasikan gagasan dan pengalaman mereka secara tertulis atau multimodal dalam berbagai jenis teks fiksi dan nonfiksi dengan menggunakan berbagai media presentasi (cetak atau digital) untuk mencapai tujuan tertentu dengan struktur teks dan unsur kebahasaan yang tepat; mengungkapkan pendapat dan mempertahankan argumen tentang topik sehari-hari atau isu terkini. (Communicate their ideas and experiences in written or multimodal texts in fiction and nonfiction texts using different media of presentation (print and digital) to achieve specific goals with appropriate text structures and language features; express their opinions and defend their arguments about everyday topics or current issues)

TUJUAN PEMBELAJARAN

Melalui Model *Discovery Learning* dengan media *Mind mapping* peserta didik mampu memahami dan mengidentifikasi *Hortatory text* serta Menyusun dan mempresentasikan *Hortatory text*.

INDIKATOR TUJUAN PEMBELAJARAN

1. Menyebutkan Kosakata Bahasa Inggris yang terkait dengan *Hortatory Text*

2. Mengidentifikasi fungsi sosial, struktur teks, dan

unsur kebahasaan *Hortatory Exposition Text* dengan memanfaatkan *mind mapping*.

3. Menganalisis isi dan makna *Hortatory Exposition Text* berdasarkan bacaan yang diberikan memanfaatkan *mind mapping*

4. Menyusun *Hortatory Exposition Text* sederhana berbantuan *mind mapping*

5. Menunjukkan sikap percaya diri, kreatif, kritis, dan kolaboratif dalam proses pembelajaran.

MATERI/TOPIK PEMBELAJARAN
Hortatory Text

LINTAS DISIPLIN ILMU
1. Bangunan
2. IPS

PRAKTIK PEGAGOGIS
Pendekatan Pembelajaran:
Pembelajaran Mendalam dan Saintifik
Model Pembelajaran:
2. *Discovery Learning* berbasis *Mind Mapping*

Metode Pembelajaran:
Literasi, Ceramah Interaktif, Diskusi, Tanya Jawab Interaktif, *Role-play*, dan Penugasan.

KEMITRAAN PEMBELAJARAN
6. Guru-guru mata pelajaran terkait, terutama yang sesuai dengan lintas disiplin ilmu di atas.

7. Peserta didik lintas kelas.

8. Orang tua peserta didik.

9. Komunitas Belajar PIJAR SKENSA.

10. Kemitraan lainnya yang relevan.

LINGKUNGAN PEMBELAJARAN
Lingkungan pembelajaran yang ingin diwujudkan adalah lingkungan pembelajaran yang aman, nyaman, sehat, menyenangkan, memberikan ruang ekspresi dan kreativitas,

memerdekakan dan saling memuliakan, mengakomodir kebutuhan dan keberagaman belajar peserta didik, serta menstimulus kepemimpinan peserta didik dalam pembelajaran.

Ruang Fisik

4. Ruang kelas/laboratorium/bengkel dengan berbagai perlengkapan fasilitas di dalamnya.

5. Ruang belajar lain seperti perpustakaan, areal *outdoor* sekitar lingkungan sekolah.

6. Rumah dan masyarakat.

Budaya Belajar
Disiplin, kreatif, kolaboratif, respek dan saling memuliakan, bertanggung jawab dan dapat dipercaya.

PEMANFAATAN DIGITAL

- **Alat Pembelajaran:**

  Laptop, *smartphone*, tablet, jaringan internet, dan LCD Projector

- **Media Pembelajaran:**

AUDIO VISUAL	Video terkait materi: https://www.youtube.com/watch?v=LQwZv
VISUAL	Buku Ajar dan Presentasi Ajar LCD/Proyektor, papan tulis, kertas manila kerja, spidol warna, atau aplikasi *mind* online.

- **Platform Pembelajaran:**

  LMS SMK Negeri 1 Denpasar dan platform lain yang relevan seperti Google Classroom, Canva for Education, Quizizz/Wayground, Kahoot, Mentimeter, Wordwall, WhatsApp, Gemini, ChatGPT, dan sejenisnya.

LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke-3

Langkah-langkah pembelajaran	Sintaks pembelajaran *Discovery Learning*	Uraian kegiatan	
		Kegiatan guru	Kegiatan siswa
1. Pre-Activity (20 Menit)	1. mengelola pembelajaran di kelas didahului dengan menyapa peserta didik dan menyampaikan salam. 6. Doa bersama sebelum memulai kegiatan pembelajaran, dipimpin oleh salah satu peserta didik. 7. Guru mengecek kehadiran dan menanyakan kesiapan belajar peserta didik. 8. mengecek kebersihan kelas dan kerapian peserta didik. 9. Guru menyampaikan Tujuan Pembelajaran (TP), garis besar cakupan materi, teknis kegiatan pembelajaran, penilaian pembelajaran, dan manfaat pembelajaran.		
2. While - Activity (110 menit)	1. Stimulasi	1.Menayangkan video atau gambar provokatif yang terkait tentang isu actual 2.Mengajukan pertanyaan pematik	1. Menyimak video 2. Menjawab pertanyaan
	2.Identifikasi masalah	1. Menampilkan contoh teks *Hortatory Exposition.Title:" Why We Need to Appreciate Architects More"* 2. Meminta siswa 3. Mengidentifikasi isu utama dan pendapat penulis	1. Membaca teks 2. Mengajukan pertanyaan terkait isu utama
	3. Pengumpulan Data	1. Meminta siswa menggali informasi terkait dengan teks. 2. Memberikan *scaffolding* kosakata dan grammar yang sulit	1. Secara berkelompok siswa menganalisa isi teks mencari struktur teks dan unsur kebahasaan yang digunakan
	4. Pengolahan	1. Meminta siswa	1. Melengkapi

	Informasi		untuk membandingkan hasil analisis mereka untuk disusun dalam mind mapping	mind mapping terkait topik utama, struktur teks yang dinalisis
	5. Pembuktian	1. Membimbing siswa 2. Memberikan masukan		Secara berkelompok siswa mempresentasikan hasil *mind map* di depan kelas
	6. *Generalization* (menarik kesimpulan)		Meminta siswa menjawab pertanyaan terkait dengan teks	Menjawab pertanyaan secara mandiri
3.Post Activity (30 menit)	-	7. Menyimpulkan isi pelajaran dan memberi umpan balik 8. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya. **9.** Guru memberikan penugasan: 10. Menginstruksikan peserta didik untuk mempelajari kembali materi yang sudah dipelajari, bila perlu dibuatkan ringkasannya sebagai pedoman review pembelajaran bersama pada pertemuan berikutnya. 11. Menutup pembelajaran dengan doa dan salam penutup. 12. Guru mengajak peserta didik melakukan kegiatan refleksi.		

Pertemuan ke -4

Langkah-langkah pembelajaran	Sintaks pembelajaran Discovery Learning	Uraian kegiatan	
		Kegiatan guru	Kegiatan siswa
1. Pre-Activity (20 Menit)	1. mengelola pembelajaran di kelas didahului dengan menyapa peserta didik dan menyampaikan salam. 2. Doa bersama sebelum memulai kegiatan pembelajaran, dipimpin oleh salah satu peserta didik. 3. Guru mengecek kehadiran dan menanyakan kesiapan belajar peserta didik. 4. mengecek kebersihan kelas dan kerapian peserta didik.		

	5. Guru menyampaikan Tujuan Pembelajaran (TP), garis besar cakupan materi, teknis kegiatan pembelajaran, penilaian pembelajaran, dan manfaat pembelajaran.		
2. *While - Activity* (110 menit)	1. Stimulation	Guru menampilkan contoh teks hortatory exposition pendek.	Siswa mengamati teks dan mendiskusikan isinya.
	2. Identifikasi masalah	Guru menanyakan: *"Apa yang membuat teks ini bisa memengaruhi pembaca?"*Meminta siswa	Siswa menyebutkan struktur dan unsur kebahasaan.
	3.Pengumpulan Data	2. Guru membagi siswa menjadi beberapa kelompok. 3. Meminta Masing-masing kelompok memilih isu (contoh: plastic waste, smoking, online games).	2. Masing-masing kelompok memilih isu (contoh: plastic waste, smoking, online games). 3. Siswa mencari alasan-alasan (arguments) melalui brainstorming
	4.Pengolahan Informasi	Siswa menuangkan ide-ide dalam bentuk *mind map* (judul di tengah, cabang untuk arguments, dan rekomendasi).	Siswa menuangkan ide-ide dalam bentuk *mind map* (judul di tengah, cabang untuk arguments, dan rekomendasi).

	5.Pembuktian	Guru memberi bimbingan terkait struktur teks dan tata bahasa.	Siswa mulai menyusun kerangka tulisan dari mind map
	7.Generalization (menarik kesimpulan)	Guru dan siswa lain memberi umpan balik.	1. Siswa menulis teks hortatory exposition lengkap (±3–4 paragraf). 2. Beberapa siswa membacakan hasil tulisannya di depan kelas.
Post -Activity (30 menit)	1. Guru dan siswa merefleksi pembelajaran hari ini (apa yang sudah dipahami tentang hortatory exposition dan mind map). 2. Guru menyimpulkan hasil pembelajaran. 3. Guru memberikan tugas rumah: menulis teks hortatory exposition dengan tema pilihan pribadi (min. 200 kata)		

ASESMEN PEMBELAJARAN	
Asesmen Awal Pembelajaran *Asessment as Learning*	3. Asesmen Awal (kognitif dan nonkognitif) 4. Refleksi Awal (penilaian diri peserta didik)

Asesmen Proses Pembelajaran *Asessment for Learning*	3. Pemberian umpan balik dan *scaffolding*
	4. Catatan Jurnal Mengajar Guru yang memuat:
	  • Keterlibatan/keaktifan peserta didik dalam proses kegiatan pembelajaran (diskusi, presentasi, kuis, dan sejenisnya)
	  • Penampilan kinerja dan sikap peserta didik dalam proses kegiatan pembelajaran (diskusi, presentasi, kuis, dan sejenisnya)

Asesmen Akhir Pembelajaran	3. Refleksi Akhir 4. Tes formatif dalam bentuk Tes Tulis menggunakan soal

Asessment of Learning	pilihan ganda yang nantinya ditindaklanjuti dengan tindakan Remedial maupun Pengayaan.

LAMPIRAN

Berbagai dokumen lampiran dapat dilampirkan melalui link atau barcode, maupun bisa juga disertakan secara langsung dalam dokumen Perencanaan Pembelajaran ini

Pengajar

I Gusti Ayu Made Dewi yuginarta

3d. MATERI

Hortatory Text →is used to explain to the reader something that is allowed or not to be done. It is usually written in formal way and based on facts.

1. **Fungsi sosial**:

   o Menyampaikan argumen dan rekomendasi untuk mempengaruhi pembaca/pemirsa.

2. **Struktur teks**:

   o Thesis → Arguments → Recommendation

3. **Unsur kebahasaan**:

   o Simple Present Tense

   o Modal verbs (*should, must, have to*)

   o Connectors (*therefore, however, firstly, finally*)

4. **Contoh Teks**: *Why We Need to Appreciate Architects More*

5. *Mind Mapping*: Representasi visual hubungan antara *thesis, arguments*, dan *recommendation*.

LKPD

Brain Stroming. Watch the video

https://www.youtube.com/watch?v=9A8Vk1FltNc&list=RD9A8Vk1FltNc&start_radio=1

Vocabulary List

1. **Architecture** – the art and science of designing buildings.
2. **Environment** – surroundings or conditions in which people live or work.
3. **Underestimated** – regarded as less important or capable than they really are.
4. **Contribution** – something given or offered to help achieve a goal.
5. **Functional** – designed to be practical and useful.
6. **Regulations** – official rules or directives.
7. **Preserving** – keeping something in its original state.
8. **Heritage** – cultural traditions passed down from previous generations.
9. **Sustainability** – the ability to maintain something without harming the environment.
10. **Recognition** – acknowledgment of someone's importance or achievement.

Exercise 1: Match the Words to Their Meanings

Match the vocabulary word (1–10) with the correct meaning (A–J).

A. Keeping cultural traditions alive
B. Official rules that must be followed
C. Acknowledging someone's value or achievement
D. Viewed as less important than it actually is
E. The design and creation of buildings
F. Surroundings in which people live or work
G. Designed to be useful and practical
H. Something offered to help achieve a goal
I. The ability to maintain without harming the planet
J. Maintaining something in its original form

Exercise 2: Fill in the Blanks

Fill each blank with the correct vocabulary word.

1. The _____ of ancient temples shows the creativity of past civilizations.
2. The new housing project follows strict safety _____.
3. Many historical sites are important for preserving our cultural _____.
4. We must focus on _____ in building designs to protect the environment.
5. His role in the project was _____, but not many people noticed.

Exercise 3 Read the text carefully

Why We Need to Appreciate Architects More

Architecture is more than just designing buildings; it shapes the way we live, work, and interact with our environment. Unfortunately, the role of architects is often underestimated in our society. Recognizing their contribution is essential for creating better living spaces.

Firstly, architects design functional and safe spaces. They consider structure, materials, and safety regulations to ensure that a building is not only beautiful but also secure for its users. Secondly, architects play a key role in preserving culture and history. Many iconic landmarks around the world reflect the architectural style and heritage of their time, keeping traditions alive for future generations.

Thirdly, architects contribute to sustainability. Modern architects use eco-friendly

designs and renewable materials to reduce environmental impact, helping us face the challenges of climate change.

Therefore, society should give greater recognition to architects by valuing their expertise, supporting their innovative ideas, and promoting awareness of their role in building a better future. Appreciating architects means appreciating the spaces we live in every day.

Exercise 4. Work in group, related to this text, reflect on your understanding by filling out the following map

```
                    Title
                    ......

     Functio        Argumen        Recommendation
       n               t            ...............

              ......     ......     ......
                .          .
```
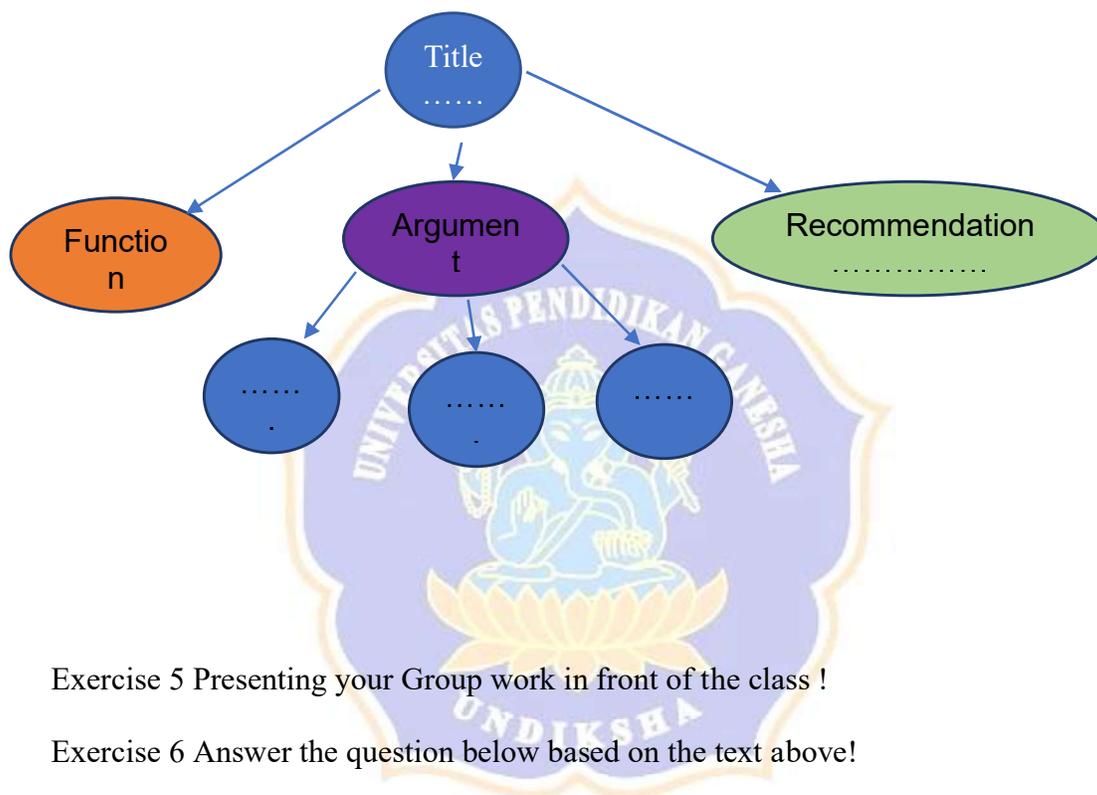
Exercise 5 Presenting your Group work in front of the class !

Exercise 6 Answer the question below based on the text above!

1. What is the main thesis of the text?
2. According to the text, how do architects ensure buildings are safe and functional?
3. In what way do architects help preserve culture and history?
4. How do architects contribute to sustainability?
5. What recommendation does the writer give in the text?

Brain Stroming. Read the text Carefully !

Title: *School Should Provide More Reading Time*

Thesis
Reading is one of the most important skills students can develop, yet many

schools do not provide enough time for it during the day. Increasing reading time at school can greatly benefit students' academic and personal growth.

Arguments
Firstly, reading helps students improve their vocabulary and language skills. Exposure to different words and sentence structures expands their understanding of language.
Secondly, reading stimulates imagination and creativity. Through books, students can explore worlds and ideas beyond their everyday experiences.
Finally, reading builds critical thinking. By analyzing characters, plots, and themes, students learn to evaluate information and form their own opinions.

Recommendation
Therefore, schools should allocate at least 30 minutes a day for independent reading. This small change can have a lasting positive impact on students' education and future success.

Exercise 7

Create your own hortatory text by following the direction below.
Direction:
1. You are about to make hortatory text about : "plastic waste, smoking, online games." Choose one from these
2.
3. topic .
4. To begin your draft, use a mind map. Here are the steps you can follow
   Step 1 : write down all the ideas that come up in your mind
   - Find the smaller ideas (subtopics)
   - Find detai for each subtopic
   - Pick a topic that has more detais

Step 2: mind map your idea
Write your text planner. After mind mapping, incorporate your ideas in a text planner

TEXT PLANNER	ANSWER
Thesis	……………
Arguments	1st …………. 2nd ………. 3rd ………..
Recomendation	……………

Step 3 Put the text planner into a text layout
Thesis
……………………………..
Argument pros (supporting points)
……………………………………………

…………………………………………
Recommendation
…………………………………………
Step 4 Reread your draft
Step 5 proofread your draft. Develop your draft into a well written text in your book.

Formatif test

Choose One of the suitable answer!

1. What is the purpose of writing a hortatory exposition text?
   a. To tell past events
   b. To describe people, animals, or things
   c. To persuade readers to do or not to do something
   d. To entertain readers with stories
2. Which of the following is the correct generic structure of a hortatory exposition text?
   a. Orientation – Complication – Resolution
   b. Thesis – Arguments – Recommendation
   c. Identification – Description
   d. Orientation – Events – Reorientation
3. Which sentence is suitable for the **recommendation** part of a hortatory exposition?
   a. "Smoking is bad for health."
   b. "Therefore, people should avoid smoking in public places."
   c. "Many people still smoke even though they know the risks."
   d. "Research shows that smoking causes lung cancer."
4. Which connector is commonly used in arguments of a hortatory text?
   a. Once upon a time
   b. After that
   c. Firstly, moreover, therefore
   d. In the end
5. Which topic below is most suitable for hortatory exposition writing?
   a. My holiday in Bali
   b. The dangers of fast food
   c. The description of my school
   d. A story about a clever fox

Key Answer

Exercise 1: Match the Words to Their Meanings

1. Architecture – E
2. Environment – F
3. Underestimated – D
4. Contribution – H
5. Functional – G

6. Regulations – B
7. Preserving – J
8. Heritage – A
9. Sustainability – I
10. Recognition – C

Exercise 2: Fill in the Blanks

1. The **architecture** of ancient temples shows the creativity of past civilizations.
2. The new housing project follows strict safety **regulations**.
3. Many historical sites are important for preserving our cultural **heritage**.
4. We must focus on **sustainability** in building designs to protect the environment.
5. His role in the project was **underestimated**, but not many people noticed.

Exercise 4 Work in group , create Mind Map based on the text!

Answer : Based on students creativity

Exercise 6: Answer the question below based on the text above!

1. The text states that the role of architects is often underestimated and that recognizing their contribution is essential for creating better living spaces.

2. Architects consider structure, materials, and safety regulations to ensure buildings are not only beautiful but also secure for their users.

3. Architects design and maintain iconic landmarks that reflect the architectural style and heritage of their time, keeping traditions alive for future generations.

4. They use eco-friendly designs and renewable materials to reduce environmental impact.

5. Society should give greater recognition to architects by valuing their expertise, supporting their ideas, and promoting awareness of their role in building a better future.

Exercise 6 the answer based on students creativity

Formatif Test

Kunci Jawaban Pilihan Ganda

1. What is the purpose of writing a hortatory exposition text?
   ☑ c. To persuade readers to do or not to do something

2. Which of the following is the correct generic structure of a hortatory exposition text?

☑ b. Thesis – Arguments – Recommendation

3. Which sentence is suitable for the recommendation part of a hortatory exposition?

☑ b. "Therefore, people should avoid smoking in public places."

4. Which connector is commonly used in arguments of a hortatory text?

☑ c. Firstly, moreover, therefore

5. Which topic below is most suitable for hortatory exposition writing?

☑ b. The dangers of fast food

Lampiran 4
Instrumen Penelitian

4a. Angket Motivasi Berprestasi Bahasa Inggris

Petunjuk Pengisian:
    Bacalah setiap pernyataan dengan saksama. Pilihlah satu jawaban yang paling sesuai dengan keadaan Anda saat ini dengan memberi tanda (✓) pada salah satu pilihan berikut.
Keterangan:
STS   = Sangat Tidak Setuju
TS   = Tidak Setuju
R   = Ragu-ragu
S   = Setuju
SS   = Sangat Setuju
Nama: _____ Kelas: _____

No	Pernyataan	1	2	3	4	5
1.	Saya selalu berusaha mendapatkan nilai tinggi dalam pelajaran Bahasa Inggris.					
2.	Saya berkompetisi secara sehat dengan teman dalam belajar Bahasa Inggris.					
3.	Saya senang mengikuti lomba atau kompetisi akademik terkait Bahasa Inggris.					
4.	Saya merasa sangat bangga saat berhasil menyelesaikan tugas Bahasa Inggris dengan baik.					
5.	Saya selalu berusaha menyelesaikan tugas Bahasa Inggris tepat waktu dan semaksimal mungkin.					
6.	Saya selalu mengikuti pelajaran Bahasa Inggris dengan sungguh-sungguh.					

No	Pernyataan	1	2	3	4	5
7.	Saya berusaha menghindari kebiasaan menunda-nunda belajar Bahasa Inggris					
8.	Saya memilih topik yang sesuai dengan minat saya ketika belajar Bahasa Inggris.					
9.	Saya merasa senang apabila guru memberikan pujian atas usaha belajar saya.					
10.	Saya aktif memanfaatkan lingkungan belajar, baik teman maupun fasilitas, untuk meningkatkan semangat belajar.					
11.	Saya merasa sangat antusias saat diberi tugas atau permainan Bahasa Inggris yang menantang					
12.	Saya terbiasa memberi dan menerima umpan balik dari teman saat belajar.					
13.	Saya termotivasi untuk mempraktikkan Bahasa Inggris di luar jam sekolah.					
14.	Saya tertarik untuk mempelajari topik-topikbaru dalam pelajaran Bahasa Inggris					
15.	Saya berinisiatif mencari materi tambahan Bahasa Inggris secara mandiri					
16.	Saya yakin dapat menyelesaikan tugas					

No	Pernyataan	1	2	3	4	5
	sulit dalam pelajaran Bahasa Inggris.					
17.	Saya selalu memantau dan menilai kemajuan belajar saya sendiri.					
18.	Saya berusaha mengembangkan ide-ide baru dalam tugas Bahasa Inggris.					
19.	Saya mencoba berbagai pendekatan berbeda saat belajar Bahasa Inggris.					
20.	Saya belajar Bahasa Inggris bersama teman untuk saling mendukung.					
21.	Saya mengidentifikasi langkah-langkah yang perlu ditempuh untuk mencapai target belajar Bahasa Inggris.					
22.	Saya selalu berusaha memperbaiki diri untuk mendapatkan hasil yang lebih baik dari sebelumnya.					
23.	Saya menetapkan target nilai pribadi dalam pelajaran Bahasa Inggris.					
24.	Saya selalu berfokus pada penguasaan materi daripada sekadar nilai.					
25.	Saya membandingkan pencapaian saya saat ini dengan hasil belajar sebelumnya untuk perbaikan.					
26.	Saya menetapkan					

No	Pernyataan	1	2	3	4	5
	strategi yang akan saya gunakan untuk mencapai tujuan belajar Bahasa Inggris.					
27.	Saya berani mengajukan pertanyaan untuk memahami materi Bahasa Inggris.					
28.	Saya menyelesaikan tugas Bahasa Inggris meskipun sulit.					
29.	Saya mengatur waktu belajar Bahasa Inggris secara efektif.					
30.	Saya membuat jadwal belajar Bahasa Inggris sendiri.					
31.	Saya percaya bahwa belajar Bahasa Inggris sangat bermanfaat untuk masa depan saya.					
32.	Saya tidak mudah menyerah ketika menghadapi kesalahan dalam belajar Bahasa Inggris.					
33.	Saya tetap berusaha belajar meskipun mengalami kegagalan.					
34.	Saya memperbaiki kesalahan berdasarkan masukan dari guru atau teman.					
35.	Saya menganalisis penyebab kegagalan untuk memperbaiki hasil belajar pada kesempatan berikutnya.					

4b. Instrumen Tes

TES HASIL BELAJAR BAHASA INGGRIS
JENIS TES   : PILIHAN GANDA
MATERI   : (EXPLANATION & HORTATORY TEXT)
FASE   : F (KELAS XI)

LISTENING SECTION.

PART I Short Conversation
Questions 1 to 5.
Instructions:
In this part of the test, you will listen to short conversations.
- Each conversation will be played **twice**.
- The conversations will **not** be printed in your test book.
- Listen carefully to understand what the speakers are saying.
- After each conversation, choose the **best response** to the question.

No	Soal
1.	What is the man suggesting? A. Building car parks B. Building bicycle lanes C. Buying more buses D. Closing the city center
2.	What does the woman say about the cause of why leaves are green? A. They contain sugar that makes them green. B. They contain chlorophyll that absorbs sunlight. C. They have water inside their cells. D. They reflect sunlight directly.
3.	What does the woman mean? A. She disagrees with the man's idea. B. She agrees that smoking should be banned in public places. C. She thinks smoking is good for non-smokers. D. She wants to ignore the man's opinion.
4.	According to the woman, why recycling important is? A. Because it makes new products expensive B. Because it reduces waste and saves resources C. Because it pollutes the environment D. Because it destroys natural resources
5.	What kind of books does the man suggest students read more? A. Comic books B. Non-fiction books C. Story books

	D. Poetry books

PART 2. Question–Response.
Questions: 6 to 10
Intruction
In this part of the test, you will hear several questions and responses in English
- Each question and its responses will be spoken **twice**.
- They will **not** be printed in your test book, so you must listen carefully to understand what the speakers are saying.
- After listening, choose the response that best answers the question.

No	Soal
6.	Answer it on your answer sheet!
7.	Answer it on your answer sheet!
8.	Answer it on your answer sheet!
9.	Answer it on your answer sheet!
10.	Answer it on your answer sheet!

Part III Short Monolog

Questions 11 to 15
      Intruction:
- In this part of the test, you will listen to short monologues.
- Each monologue will be played **twice**.
- The monologues will **not** be printed in your test book,
- You must listen carefully to understand what the speaker says.
- Choose the **best response** to each question.

Listen the text to answer questions 11 to 15

No	Soal
11.	**What is the main issue discussed in the monolog?** A. How to make plastic bags at home B. The danger of using plastic bags C. The price of plastic bags in stores D. The history of plastic bags
12.	**What is the purpose of the monolog?** A. To persuade people to reduce the use of plastic bags B. To explain how plastic is produced C. To tell a story about animals D. To describe types of bags
13.	**What will happen if people reduce the use of plastic bags?** A. The environment will be cleaner B. More plastic bags will be produced

	C. Animals will still eat plastic
	D. Nothing will change
14	**What does the text mainly explain?**
	A. How tectonic plates are formed
	B. How earthquakes happen and their effects
	C. How to build strong buildings
	D. How to measure seismic waves
15.	**What causes the sudden release of energy that leads to earthquakes?**
	A. Heavy rainfall
	B. The movement of tectonic plates
	C. The eruption of volcanoes
	D. The rotation of the Earth

READING COMPREHENSION SECTION
Answer questions 15 to 20 based on the text below!

No	Soal
	The Water Cycle
	The water cycle is the process of how water moves continuously around the Earth. It starts when the heat of the sun causes water from oceans, rivers, and lakes to evaporate into water vapor. This water vapor rises and cools in the atmosphere, forming tiny droplets that gather into clouds. When the droplets become heavy enough, they fall back to the Earth as rain, snow, or other forms of precipitation. The water then flows over the land or soaks into the ground, returning to rivers, lakes, and oceans. This cycle repeats endlessly, helping to regulate Earth's climate and support life.
16.	According to the text, what causes water from oceans, rivers, and lakes to evaporate?
	A. The movement of the wind
	B. The heat of the sun
	C. Heavy rain
	D. The flow of rivers
17.	What is the main idea of the text?
	A How rain is formed
	B. The continuous movement of water on Earth called the water cycle
	C. The importance of oceans and rivers
	D. The process of evaporation only
18.	**Which statement is an implicit (tersirat) information from the text?**
	A. Without the water cycle, Earth's climate and life would be

	disturbed B. The sun is a form of water vapor C. Clouds never move from one place to another D. Water only stays in oceans

	Air pollution has become a serious problem in many cities. One of the main causes is the large number of private vehicles on the road. People prefer to use their own cars or motorcycles even for short distances. This situation increases air pollution, traffic congestion, and fuel consumption.
	    Therefore, the government and citizens should encourage the use of public transportation such as buses, trains, or subways. Public transportation can carry many passengers at once, reduce the number of vehicles on the road, and decrease harmful emissions. It is also more efficient and economical than using private vehicles.
	    Thus, we should start using public transportation more often. By doing so, we help reduce pollution, save energy, and create a healthier environment for everyone.

19.	**Which of the following is an implicit (tersirat) idea from the text?** A. If more people use public transportation, traffic congestion will decrease B. Public transportation is always free C. Air pollution cannot be reduced D. Cars and motorcycles are banned in all cities
20	**What does the text suggest to reduce air pollution?** A. Building more roads for cars B. Using public transportation more often C. Reducing the number of buses and trains D. Encouraging people to buy more motorcycles
21	**What is one of the main causes of air pollution in many cities according to the text?** A. The lack of trees B. The large number of private vehicles C. The use of bicycles D. The presence of rivers

WRITTING SECTION

Choose one of the suitable answers to answer the questions!

22.	Which of the following conjunctions is used to show the next step in a process? A. Because B. However C. Then D. But

23.	Identify the correct correction of passive voice grammar in an explanation text. The sentence below from an explanation text is grammatically incorrect: "The water cycle are divided into three main stages." Which is the correct form? A. The water cycle is divided into three main stages. B. The water cycle divided into three main stages. C. The water cycle are divide into three main stages. D. The water cycle was divides into three main stages
24.	Identify the correct correction of a modal verb in a hortatory text. The sentence below is incorrect: "Students musts follow the school rules to keep order." Which is the correct form? A. Students must follow the school rules to keep order. B. Students must to follow the school rules to keep order. C. Students musted follow the school rules to keep order. D. Students must follow the school rules to keeping order.
25.	Which of the following shows the correct order of an explanation text structure? A. Conclusion – Arguments – Thesis B. General Statement – Sequence of Events/Explanation – Closing C. Orientation – Complication – Resolution D. Abstract – Evaluation – Reorientation
26.	Which of the following shows the correct order of a hortatory text structure? A. Recommendation – Arguments – Issue B. Arguments – Issue – Recommendation C. Orientation – Events – Reorientation D. Issue – Arguments – Recommendation
27.	Which of the following best describes the General Statement in an explanation text? A. A part that tells the conclusion of the phenomenon. B. A part that introduces and gives a general overview of the phenomenon being explained. C. A part that lists the recommendations to solve a problem. D. A part that retells a personal experience in the past.
28.	Which of the following sentences is the most appropriate closing for the explanation text ? A. "Rain is very important for life on earth." B. "The sun heats the water so it evaporates." C. "First, the water evaporates into the air." D. "Clouds form when water vapor cools."

29.	Which sentence below is the best recommendation for the hortatory text? A. "Students should always save electricity at school." B. "Many classrooms keep the lights and fans on even when nobody is inside." C. "Electricity is important for our life." D. "The school needs to buy more fans and lamps."
30.	Which argument supports the recommendation to save electricity at school? A. Wasting electricity harms the environment because more energy must be produced. B. The school has a lot of students. C. Lights make the classroom bright. D. Fans make students comfortable.
31.	Choose the best sentence to support an argument. Hortatory text statement: "We should plant more trees around our school." Which sentence best supports this argument? A. Trees make the school area greener and provide shade. B. The school building is very old. C. Planting trees requires a lot of water. D. The weather is sometimes hot.
32	Arrange the following sentences into a correct hortatory text structure. 1. Therefore, students should bring their own water bottles. 2. Many schools produce a lot of plastic waste from bottled drinks. 3. By doing this, we can reduce plastic waste in schools. A. 2 – 1 – 3 B. 1 – 2 – 3 C. 3 – 2 – 1 D. 2 – 3 – 1
33.	Arrange the following sentences into a correct explanation text about volcano eruption. 1. Hot magma rises through cracks in the Earth's crust. 2. When pressure builds up, an eruption occurs. 3. A volcano is an opening in the Earth's surface. A. 3 – 1 – 2 B. 1 – 3 – 2 C. 2 – 1 – 3 D. 3 – 2 – 1
34	Arrange the following jumbled sentences into a correct Explanation text! 1. The water vapor rises into the air and cools down to form

	clouds.
	2. When the clouds become too heavy, the water falls back to Earth as rain.
	3. The process begins when the heat of the sun warms water in rivers, lakes, or oceans.
	4. This cycle is known as the water cycle
	A. 3 – 1 – 2 – 4
	B. 1 – 3 – 2 – 4
	C. 3 – 2 – 1 – 4
	D. 4 – 3 – 1 – 2
35	Arrange the following jumbled sentences into a correct Hortatory Exposition text!
	1. First, reading books increases knowledge and broadens perspectives.
	2. Therefore, students should develop the habit of reading every day.
	3. In conclusion, reading helps students improve both academically and personally.
	4. Many students spend more time on gadgets than on reading useful books.
	5. Second, reading also improves vocabulary and language skills.
	A. 4 – 1 – 5 – 3 – 2
	B. 1 – 4 – 5 – 2 – 3
	C. 4 – 5 – 1 – 2 – 3
	D. 1 – 5 – 4 – 3 – 2

Link untuk listening
https://drive.google.com/file/d/11vRD0EKl3VC3a0I6cCdCXU41puo8Acvw/view?usp=sharing

Lampiran 5
Data Hasil Uji Coba Intrumen Penelitian

5a. Data Hasil Uji Coba Intrumen Kuesioner Motivasi Berprestasi setelah direvisi

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jml
R1	4	5	5	3	3	4	3	1	4	4	4	5	5	4	3	4	5	4	4	4	4	4	5	5	5	5	4	5	5	5	125
R2	4	4	4	2	5	4	5	4	4	3	4	4	3	2	4	3	4	4	5	4	4	5	4	4	4	4	4	3	4	5	117
R3	4	5	4	4	4	3	2	3	3	4	4	4	4	2	4	4	4	3	3	4	4	4	4	4	2	4	4	4	4	5	111
R4	4	4	4	3	3	4	2	4	4	4	4	4	4	2	4	4	4	4	2	4	4	2	4	4	4	4	4	4	4	4	110
R5	4	5	3	2	4	3	4	3	4	4	3	3	4	4	3	4	4	3	3	5	5	5	5	5	5	5	5	3	5	5	120
R6	5	5	5	1	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	145
R7	4	5	4	3	2	3	3	4	3	4	4	5	4	4	4	5	5	5	4	4	5	4	5	3	3	4	5	4	4	4	120
R8	4	4	4	5	5	3	3	3	3	3	4	5	4	4	4	4	5	3	5	4	4	5	3	4	4	4	4	5	4	5	121
R9	5	5	4	2	3	3	2	2	2	3	2	4	4	3	3	3	4	3	4	4	4	5	4	3	3	4	4	3	3	4	102
R10	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	146
R11	3	5	5	5	3	2	2	2	2	3	3	5	5	5	3	5	3	2	3	4	5	5	5	5	5	5	5	3	4	5	117
R12	5	5	4	4	4	5	3	4	3	4	3	4	4	4	5	2	4	4	2	4	4	2	4	4	4	4	5	1	2	5	112
R13	4	5	4	4	3	4	4	5	4	4	4	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	4	5	136
R14	4	5	3	3	3	2	3	3	2	3	2	4	4	4	4	3	1	3	4	5	5	5	5	4	4	4	5	4	4	5	110
R15	4	5	4	3	2	4	3	4	4	3	4	3	4	2	4	4	4	2	4	4	2	4	4	4	4	4	4	3	4	4	108
R16	2	4	3	2	4	3	2	1	2	5	1	3	3	1	1	5	2	2	4	1	5	2	3	1	1	1	2	5	3	4	78
R17	5	5	5	3	3	3	3	3	3	3	5	4	3	4	3	5	4	4	4	5	5	5	5	4	4	5	5	5	5	5	126
R18	4	4	4	4	4	3	3	3	3	3	3	3	4	4	3	3	3	4	3	2	5	5	5	4	2	2	4	4	4	5	108
R19	5	5	5	4	5	3	4	5	4	5	3	4	5	5	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	112
R20	4	5	4	3	4	4	2	3	3	4	3	4	4	4	4	4	4	4	3	5	5	5	5	4	4	3	5	4	5	5	120
R21	2	2	2	2	4	3	2	3	2	4	3	3	5	3	2	3	2	4	2	2	2	4	3	3	3	3	3	4	3	3	86
R22	4	4	5	4	3	3	2	3	2	3	4	4	3	2	4	3	3	2	3	5	5	5	4	4	4	4	3	3	4	4	106
R23	4	5	4	3	5	2	1	3	3	4	5	5	5	1	4	3	4	3	2	5	5	5	5	5	5	5	5	5	4	5	120
R24	5	5	5	5	4	4	1	5	3	5	5	5	5	3	5	5	5	3	2	5	5	5	5	5	5	5	5	5	5	5	135
R25	4	4	4	2	2	4	3	3	4	4	4	4	4	2	3	3	4	3	5	4	4	5	4	4	4	4	4	4	4	4	111
R26	4	4	4	2	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	116
R27	5	5	5	5	5	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	142
R28	5	5	4	5	4	3	3	4	3	4	4	4	4	4	4	4	4	3	4	5	5	5	3	3	3	4	5	4	4	5	121
R29	4	4	4	3	2	3	1	3	3	4	3	4	5	4	3	4	4	3	1	5	5	5	5	5	5	5	5	4	5	5	116
R30	4	3	4	2	2	2	1	3	4	3	2	5	2	1	1	1	1	1	1	3	4	4	4	4	4	5	2	2	1	1	77

5b. Data Hasil Uji Coba Intrumen Tes

ID R	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20	I21	I22	I23	I24	I25	I26	I27	I28	I29	I30	I31	I32	I33	I34	I35	Total
R1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	1	0	0	1	1	0	1	22
R2	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	31
R3	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	22
R4	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	32
R5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	34
R6	0	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	25
R7	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29
R8	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	22
R9	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	30
R10	1	1	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	1	1	1	1	1	0	17
R11	1	1	1	0	0	1	1	0	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	16
R12	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	33
R13	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	27
R14	0	0	1	1	0	1	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	0	0	1	16
R15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	34
R16	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	33
R17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35
R18	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34
R19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	34
R20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35
R21	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32
R22	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	32
R23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34
R24	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	30
R25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	34
R26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	33
R27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	32
R28	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	31
R29	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	22
R30	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	0	1	22

Lampiran 6
Hasil Uji Validitas dan reliabilitas butir Instrumen melalui SPSS

6a Uji Validitas butir Kuesioner

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30	TOTAL
X01	Pearson	1	.600**	.637**	.301	.192	.341	.257	.522**	.397*	.256	.469**	.323	.187	.372*	.724**	-.015	.601**	.298	.151	.643**	.251	.237	.284	.362*	.350	.511**	.487**	-.027	.235	.254	.585**
	Sig. (2-tailed)		.000	.000	.106	.309	.065	.170	.003	.030	.172	.009	.081	.323	.043	.000	.937	.000	.109	.425	.000	.180	.207	.128	.049	.058	.004	.006	.888	.212	.176	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X02	Pearson	.600**	1	.509**	.352	.131	.174	.237	.183	.164	.260	.301	.251	.360	.446*	.617**	.463**	.629**	.240	.248	.548**	.552**	.119	.516**	.336	.273	.309	.663**	.123	.449*	.605**	.608**
	Sig. (2-)	.000		.004	.057	.490	.358	.207	.333	.386	.166	.106	.181	.051	.013	.000	.010	.000	.201	.187	.002	.002	.532	.003	.069	.144	.097	.000	.516	.013	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X03	Pearson	.637**	.509**	1	.440*	.113	.252	.093	.245	.305	.272	.546**	.542**	.261	.322	.546**	.224	.495**	.231	.200	.441*	.332	.208	.365*	.432*	.417*	.490**	.257	.161	.349	.217	.583**
	Sig. (2-)	.000	.004		.015	.553	.180	.625	.192	.101	.145	.002	.002	.164	.083	.002	.235	.005	.218	.289	.015	.073	.271	.047	.017	.022	.006	.171	.394	.059	.249	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X04	Pearson	.301	.352	.440*	1	.226	-.067	-.080	.195	-.205	.061	.328	.387*	.325	.401*	.429*	.279	.346	.021	-.071	.337	.252	.148	.024	.180	.127	.212	.320	.112	.186	.368*	.394*
	Sig. (2-	.106	.057	.015		.230	.726	.673	.302	.278	.749	.077	.035	.080	.028	.018	.136	.061	.911	.711	.069	.178	.436	.902	.342	.503	.260	.085	.554	.324	.045	.031
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X05	Pearson	.192	.131	.113	.226	1	.198	.352	.251	.091	.373*	.319	.149	.272	.240	.370*	.141	.281	.254	.295	.054	-.040	.147	-.165	.034	.008	-.105	.108	.299	.176	.339	.371*
	Sig. (2-	.309	.490	.553	.230		.295	.056	.180	.632	.042	.085	.430	.146	.201	.044	.457	.132	.175	.113	.778	.835	.439	.384	.859	.964	.579	.570	.109	.352	.067	.043
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X06	Pearson	.341	.174	.252	-.067	.198	1	.462*	.493**	.544**	.369*	.420*	.045	.202	.242	.473**	.199	.527**	.685**	.218	.143	-.063	-.217	.092	.206	.222	.037	.226	.045	.257	.264	.459*
	Sig. (2-	.065	.358	.180	.726	.295		.010	.006	.002	.045	.021	.812	.283	.198	.008	.292	.003	.000	.246	.450	.741	.250	.629	.274	.239	.848	.229	.814	.170	.158	.011
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X07	Pearson	.257	.237	.093	-.080	.352	.462*	1	.399*	.474**	.110	.223	-.064	.069	.444*	.362*	.189	.418*	.484**	.602**	.131	-.057	.052	-.026	.033	.077	.022	.186	-.026	.208	.246	.418*
	Sig. (2-	.170	.207	.625	.673	.056	.010		.029	.008	.564	.236	.735	.717	.014	.050	.317	.021	.007	.000	.490	.765	.786	.890	.861	.684	.907	.325	.890	.269	.190	.022
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X08	Pearson	.522**	.183	.245	.195	.251	.493**	.399*	1	.514**	.294	.529**	.217	.246	.318	.622**	.126	.420*	.458*	-.042	.347	-.006	.010	.073	.263	.269	.248	.323	-.062	.102	.031	.491**
	Sig. (2-	.003	.333	.192	.302	.180	.006	.029		.004	.114	.003	.249	.189	.087	.000	.508	.021	.011	.824	.060	.975	.958	.700	.160	.150	.186	.081	.746	.590	.870	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X09	Pearson	.397*	.164	.305	-.205	.091	.544**	.474**	.514**	1	.255	.444*	.228	.101	.139	.235	.000	.411*	.451*	.129	.203	-.047	-.081	.183	.392*	.384*	.377*	.113	.026	.181	-.038	.407*
	Sig. (2-	.030	.386	.101	.278	.632	.002	.008	.004		.174	.014	.226	.594	.463	.211	1.000	.024	.012	.497	.282	.806	.672	.334	.032	.036	.040	.551	.892	.339	.842	.026
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X10	Pearson	.256	.260	.272	.061	.373*	.369*	.110	.294	.255	1	.335	.026	.453*	.275	.327	.457*	.327	.457*	.174	-.026	.123	-.102	.162	.095	.083	-.032	.182	.506**	.345	.152	.422*
	Sig. (2-	.172	.166	.145	.749	.042	.045	.564	.114	.174		.071	.891	.012	.142	.078	.011	.078	.011	.357	.893	.516	.590	.393	.618	.663	.869	.337	.004	.062	.423	.020
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X11	Pearson	.469**	.301	.546**	.328	.319	.420*	.223	.529**	.444*	.335	1	.452*	.470**	.202	.729**	.349	.708**	.618**	.253	.559**	.169	.291	.348	.595**	.531**	.558**	.500**	.442*	.581**	.405*	.788**
	Sig. (2-	.009	.106	.002	.077	.085	.021	.236	.003	.014	.071		.012	.009	.284	.000	.059	.000	.000	.177	.001	.371	.118	.059	.001	.003	.001	.005	.014	.001	.026	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X12	Pearson	.323	.251	.542**	.387*	.149	.045	-.064	.217	.228	.026	.452*	1	.304	.344	.265	.196	.414*	.158	.145	.328	.278	.364*	.399*	.491**	.479**	.533**	.287	.223	.102	.118	.502**
	Sig. (2-	.081	.181	.002	.035	.430	.812	.735	.249	.226	.891	.012		.102	.063	.157	.299	.023	.405	.443	.077	.137	.048	.029	.006	.007	.002	.124	.236	.592	.534	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X13	Pearson	.187	.360	.261	.325	.272	.202	.069	.246	.101	.453*	.470**	.304	1	.639**	.421*	.506**	.573**	.477**	.023	.308	.012	.213	.375*	.461*	.449*	.347	.569**	.437*	.526**	.463**	.643**
	Sig. (2-	.323	.051	.164	.080	.146	.283	.717	.189	.594	.012	.009	.102		.000	.021	.004	.001	.008	.905	.098	.948	.257	.041	.010	.013	.060	.001	.016	.003	.010	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X14	Pearson	.372*	.446*	.322	.401*	.240	.242	.444*	.318	.139	.275	.202	.344	.639**	1	.448*	.474**	.534**	.422*	.266	.382*	.176	.302	.331	.354	.398*	.307	.577**	.105	.395*	.410*	.656**
	Sig. (2-	.043	.013	.083	.028	.201	.198	.014	.087	.463	.142	.284	.063	.000		.013	.008	.002	.020	.155	.037	.353	.105	.074	.055	.030	.098	.001	.582	.031	.024	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X15	Pearson	.724**	.617**	.546**	.429*	.370*	.473**	.362*	.622**	.235	.327	.729**	.265	.421*	.448*	1	.348	.747**	.552**	.249	.676**	.277	.185	.379*	.466**	.418*	.398*	.699**	.200	.518**	.588**	.799**
	Sig. (2-	.000	.000	.002	.018	.044	.008	.050	.000	.211	.078	.000	.157	.021	.013		.059	.000	.002	.185	.000	.138	.328	.039	.010	.022	.029	.000	.288	.003	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X16	Pearson	-.015	.463**	.224	.279	.141	.199	.189	.126	.000	.457*	.349	.196	.506**	.474**	.348	1	.524**	.413*	.386*	.222	.495**	.154	.397*	.214	.189	.079	.476**	.651**	.702**	.558**	.610**
	Sig. (2-	.937	.010	.235	.136	.457	.292	.317	.508	1.000	.011	.059	.299	.004	.008	.059		.003	.023	.035	.238	.005	.417	.030	.257	.317	.678	.008	.000	.000	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X17	Pearson	.601**	.629**	.495**	.346	.281	.527**	.418*	.420*	.411*	.327	.708**	.414*	.573**	.534**	.747**	.524**	1	.696**	.426*	.596**	.286	.252	.404*	.430*	.398*	.413*	.680**	.417*	.669**	.662**	.865**
	Sig. (2-	.000	.000	.005	.061	.132	.003	.021	.021	.024	.078	.000	.023	.001	.002	.000	.003		.000	.019	.001	.126	.175	.027	.018	.029	.023	.000	.022	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X18	Pearson	.298	.240	.231	.021	.254	.685**	.484**	.458*	.451*	.457*	.618**	.158	.477**	.422*	.552**	.413*	.696**	1	.346	.232	-.026	-.029	.267	.255	.263	.198	.442*	.289	.430**	.327	.643**
	Sig. (2-	.109	.201	.218	.911	.175	.000	.007	.011	.012	.011	.000	.405	.008	.020	.002	.023	.000		.061	.217	.893	.877	.153	.174	.161	.295	.015	.121	.018	.078	.000

X19	Pearsc	.151	.248	.200	-.071	.295	.218	.602**	-.042	.129	.174	.253	.145	.023	.266	.249	.386*	.426*	.346	1	.041	.108	.290	-.042	-.029	-.015	-.078	.132	.369*	.305	.312	.389*
	Sig. (2-	.425	.187	.289	.711	.113	.246	.000	.824	.497	.357	.177	.443	.905	.155	.185	.035	.019	.061		.831	.570	.120	.824	.878	.939	.681	.488	.045	.101	.093	.034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X20	Pearsc	.643**	.548**	.441*	.337	.054	.143	.131	.347	.203	-.026	.559**	.328	.308	.382*	.676**	.222	.596**	.232	.041	1	.619**	.624**	.658**	.614**	.591**	.705**	.788**	.168	.637**	.621**	.729**
	Sig. (2-	.000	.002	.015	.069	.778	.450	.490	.060	.282	.893	.001	.077	.098	.037	.000	.238	.001	.217	.831		.000	.000	.000	.000	.001	.000	.000	.376	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X21	Pearsc	.251	.552**	.332	.252	-.040	-.063	-.057	-.006	-.047	.123	.169	.278	.012	.176	.277	.495**	.286	-.026	.108	.619**	1	.415*	.617**	.240	.267	.330	.534**	.304	.499**	.549**	.449*
	Sig. (2-	.180	.002	.073	.178	.835	.741	.765	.975	.806	.516	.371	.137	.948	.353	.138	.005	.126	.893	.570	.000		.023	.000	.201	.153	.075	.002	.103	.005	.002	.013
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X22	Pearsc	.237	.119	.208	.148	.147	-.217	.052	.010	-.081	-.102	.291	.364*	.213	.302	.185	.154	.254	-.029	.290	.624**	.415*	1	.433*	.397*	.393*	.513**	.442*	.327	.480**	.373*	.468**
	Sig. (2-	.207	.532	.271	.436	.439	.250	.786	.958	.672	.590	.118	.048	.257	.105	.328	.417	.175	.877	.120	.000	.023		.017	.030	.032	.004	.015	.078	.007	.042	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X23	Pearsc	.284	.516**	.365*	.024	-.165	.092	-.026	.073	.183	.162	.348	.399*	.375*	.331	.379*	.397*	.404*	.267	-.042	.658**	.617**	.433*	1	.702**	.684**	.685**	.690**	.227	.583**	.450*	.604**
	Sig. (2-	.128	.003	.047	.902	.384	.629	.890	.700	.334	.393	.059	.029	.041	.074	.039	.030	.027	.153	.824	.000	.000	.017		.000	.000	.000	.000	.229	.001	.013	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X24	Pearsc	.362*	.336	.432*	.180	.034	.206	.033	.263	.392*	.095	.595**	.491**	.461*	.354	.466**	.214	.430*	.255	-.029	.614**	.240	.397*	.702**	1	.937**	.831**	.580**	.106	.482**	.351	.666**
	Sig. (2-	.049	.069	.017	.342	.859	.274	.861	.160	.032	.618	.001	.006	.010	.055	.010	.257	.018	.174	.878	.000	.201	.030	.000		.000	.000	.001	.578	.007	.057	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X25	Pearsc	.350	.273	.417*	.127	.008	.222	.077	.269	.384*	.083	.531**	.479**	.449*	.398*	.418*	.189	.398*	.263	-.015	.591**	.267	.393*	.684**	.937**	1	.794**	.563**	.093	.452*	.290	.646**
	Sig. (2-	.058	.144	.022	.503	.964	.239	.684	.150	.036	.663	.003	.007	.013	.030	.022	.317	.029	.161	.939	.001	.153	.032	.000	.000		.000	.001	.627	.012	.120	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X26	Pearsc	.511**	.309	.490**	.212	-.105	.037	.022	.248	.377*	-.032	.558**	.533**	.347	.307	.398*	.079	.413*	.198	-.078	.705**	.330	.513**	.685**	.831**	.794**	1	.574**	-.063	.370*	.268	.604**
	Sig. (2-	.004	.097	.006	.260	.579	.848	.907	.186	.040	.869	.001	.002	.060	.098	.029	.678	.023	.295	.681	.000	.075	.004	.000	.000	.000		.001	.743	.044	.152	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
X27	Pearsc	.487**	.663**	.257	.320	.108	.226	.186	.323	.113	.182	.500**	.287	.569**	.577**	.699**	.476**	.680**	.442*	.132	.788**	.534**	.442*	.690**	.580**	.563**	.574**	1	.222	.642**	.772**	.787**
	Sig. (2-	.006	.000	.171	.085	.570	.229	.325	.081	.551	.337	.005	.124	.001	.001	.000	.008	.000	.015	.488	.000	.002	.015	.000	.001	.001	.001		.239	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
28	Pearsc	-.027	.123	.161	.112	.299	.045	-.026	-.062	.026	.506**	.442*	.223	.437*	.105	.200	.651**	.417*	.289	.369*	.168	.304	.327	.227	.106	.093	.063	.222	1	.659**	.401*	.470**
	Sig. (2-	.888	.516	.394	.554	.109	.814	.890	.746	.892	.004	.014	.236	.016	.582	.288	.000	.022	.121	.045	.376	.103	.078	.229	.578	.627	.743	.239		.000	.028	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
29	Pearsc	.235	.449*	.349	.186	.176	.257	.208	.102	.181	.345	.581**	.102	.526**	.395*	.518**	.702**	.669**	.430*	.305	.637**	.499**	.480**	.583**	.482**	.452*	.370*	.642**	.659**	1	.729**	.766**
	Sig. (2-	.212	.013	.059	.324	.352	.170	.269	.590	.339	.062	.001	.592	.003	.031	.003	.000	.000	.018	.101	.000	.005	.007	.001	.007	.012	.044	.000	.000		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
30	Pearsc	.254	.605**	.217	.368*	.339	.264	.246	.031	-.038	.152	.405*	.118	.463**	.410*	.588**	.558**	.662**	.327	.312	.621**	.549**	.373*	.450*	.351	.290	.268	.772**	.401*	.729**	1	.691**
	Sig. (2-	.176	.000	.249	.045	.067	.158	.190	.870	.842	.423	.026	.534	.010	.024	.001	.001	.000	.078	.093	.000	.002	.042	.013	.057	.120	.152	.000	.028	.000		.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
OTAL	Pearsc	.585**	.608**	.583**	.394*	.371*	.459*	.418*	.491**	.407*	.422*	.788**	.502**	.643**	.656**	.799**	.610**	.865**	.643**	.389*	.729**	.449*	.468**	.604**	.666**	.646**	.604**	.787**	.470**	.766**	.691**	1
	Sig. (2-	.001	.000	.001	.031	.043	.011	.022	.006	.026	.020	.000	.005	.000	.000	.000	.000	.000	.000	.034	.000	.013	.009	.000	.000	.000	.000	.000	.009	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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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	Soal_21	Soal_22	Soal_23	Soal_24	Soal_25	Soal_26	Soal_27	Soal_28	Soal_29	Soal_30	Soal_31	Soal_32	Soal_33	Soal_34	Soal_35	TTL
Soal_1	Pearson Correlation	1	,378*	,250	-,069	-,069	,446*	,354	,213	,342	,063	,063	,213	-,316	,177	,347	,236	-,131	,263	,236	,530**	,139	,347	,373*	,253	-,050	-,126	-,126	-,236	,263	,000	,632**	,000	,347	,190	-,236	,400*
	Sig. (2-tailed)		,039	,183	,716	,716	,014	,055	,258	,064	,740	,740	,258	,089	,350	,061	,210	,489	,161	,210	,003	,465	,061	,042	,177	,793	,505	,505	,210	,161	1,000	,000	1,000	,061	,314	,210	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_2	Pearson Correlation	,378*	1	,094	-,105	,288	,169	,535**	,141	,074	-,120	,239	,443*	-,120	-,134	,288	,356	-,050	,695**	,356	,535**	-,105	,681**	,443*	,239	,094	-,120	,239	-,089	,695**	,356	,239	,356	,288	,234	-,089	,439*
	Sig. (2-tailed)	,039		,619	,581	,122	,373	,002	,457	,698	,529	,203	,014	,529	,481	,122	,053	,795	,000	,053	,002	,581	,000	,014	,203	,619	,529	,203	,640	,000	,053	,203	,053	,122	,214	,640	,015
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_3	Pearson Correlation	,250	,094	1	,347	-,069	,446*	,177	-,267	,196	,443*	,253	,373*	,253	,177	,139	,000	-,131	,236	,177	-,069	,139	,373*	,253	,100	,253	,253	,236	-,131	,236	,253	-,236	-,069	,048	,000	,376*
	Sig. (2-tailed)	,183	,619		,061	,716	,014	,350	,155	,300	,014	,177	,042	,177	,350	,465	1,000	,489	,489	,210	,350	,716	,465	,042	,177	,599	,177	,177	,210	,489	,210	,177	,210	,716	,803	1,000	,040
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_4	Pearson Correlation	-,069	-,105	,347	1	,135	,247	,294	,207	,109	,351	,351	-,015	,088	,539**	,423*	,196	,473**	-,073	-,131	,049	,135	,135	-,015	,088	,139	,088	,088	,523**	-,073	,196	,088	,196	,135	-,053	,196	,380*
	Sig. (2-tailed)	,716	,581	,061		,478	,188	,115	,272	,568	,057	,057	,938	,645	,002	,020	,299	,008	,702	,491	,797	,478	,478	,938	,645	,465	,645	,645	,003	,702	,299	,645	,299	,478	,782	,299	,038
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_5	Pearson Correlation	-,069	,288	-,069	,135	1	,015	,049	,207	,109	,088	,351	,207	,351	,049	,423*	,523**	,473**	,473**	,196	,049	,423*	,423*	,207	,351	,347	,351	,351	,523**	,473**	,196	-,175	,523**	,135	,145	,523**	,529**
	Sig. (2-tailed)	,716	,122	,716	,478		,935	,797	,272	,668	,646	,067	,272	,057	,797	,020	,003	,008	,008	,299	,797	,020	,020	,272	,067	,061	,067	,067	,003	,008	,299	,364	,003	,478	,444	,003	,003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_6	Pearson Correlation	,446*	,169	,446*	,247	,015	1	,315	,202	,398*	,388*	,388*	,558**	-,035	,315	,015	-,184	-,102	-,102	,604**	,512**	,479**	,015	,380*	,388*	,111	-,035	,176	,342	-,102	,079	,599**	-,184	,247	,323	,079	,561**
	Sig. (2-tailed)	,014	,373	,014	,188	,935		,090	,284	,029	,034	,034	,001	,853	,090	,935	,331	,590	,590	,000	,004	,007	,935	,038	,034	,558	,853	,352	,065	,590	,679	,000	,331	,188	,081	,679	,001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_7	Pearson Correlation	,354	,535**	,177	,294	,049	,315	1	,452*	,484**	,224	,447*	,264	-,224	-,042	,294	,111	-,093	,371*	,111	,375*	-,196	,294	,264	,000	,000	-,224	,000	,111	,371*	,111	,224	,111	,294	,269	-,167	,415*
	Sig. (2-tailed)	,055	,002	,350	,115	,797	,090		,012	,007	,235	,013	,159	,235	,827	,115	,559	,626	,043	,559	,041	,299	,115	,159	1,000	1,000	,235	1,000	,559	,043	,559	,235	,559	,115	,150	,379	,023
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_8	Pearson Correlation	,213	,141	-,267	,207	,207	,202	,452*	1	,480**	-,067	,135	,148	-,067	,264	,207	,302	,308	,308	,050	,452*	,429*	,207	,148	,135	,213	-,067	-,067	,302	,308	,050	,135	,302	,207	,375*	,050	,458*
	Sig. (2-tailed)	,258	,457	,155	,272	,272	,284	,012		,007	,723	,477	,436	,723	,159	,272	,105	,098	,098	,792	,012	,018	,272	,436	,477	,258	,723	,723	,105	,098	,792	,477	,105	,272	,041	,792	,011
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_9	Pearson Correlation	,342	,074	,196	,109	,109	,398*	,484**	,480**	1	,402*	,402*	,167	-,155	-,035	,312	,208	-,141	,244	-,023	,311	,109	,109	,323	,031	,196	,031	-,155	,208	,244	-,254	,217	-,023	,109	,247	-,023	,435*
	Sig. (2-tailed)	,064	,698	,300	,568	,568	,029	,007	,007		,028	,028	,378	,414	,856	,093	,271	,456	,194	,904	,094	,568	,568	,081	,871	,300	,871	,414	,271	,194	,176	,250	,904	,568	,189	,904	,016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_10	Pearson Correlation	,063	-,120	,443*	,351	,088	,388*	,224	-,067	,402*	1	,520**	,337	,280	,000	,351	,149	-,083	-,083	,149	,224	,088	,088	,337	,280	,443*	,520**	,040	,447*	-,083	-,149	,280	-,149	,088	-,150	,149	,464**
	Sig. (2-tailed)	,740	,529	,014	,057	,645	,034	,235	,723	,028		,003	,069	,134	1,000	,057	,432	,663	,663	,432	,235	,645	,645	,069	,134	,014	,003	,834	,013	,663	,432	,134	,432	,645	,428	,432	,010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_11	Pearson Correlation	,063	,239	,253	,351	,351	,388*	,447*	,135	,402*	,520**	1	,337	,040	,000	,351	,149	-,083	,415*	,149	,224	,088	,088	,337	,040	,253	,040	,040	,447*	,415*	-,149	,040	,149	,351	,211	,149	,509**
	Sig. (2-tailed)	,740	,203	,177	,057	,057	,034	,013	,477	,028	,003		,069	,834	1,000	,057	,432	,663	,023	,432	,235	,645	,645	,069	,834	,177	,834	,834	,013	,023	,432	,834	,432	,057	,264	,432	,004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_12	Pearson Correlation	,213	,443*	,373*	-,015	,207	,558**	,264	,148	,167	,337	,337	1	,337	-,113	-,015	,050	-,112	,308	,553**	,452*	,207	,207	,318	,337	,373*	,135	,135	,302	,308	,050	,135	,050	,207	,223	,050	,521**
	Sig. (2-tailed)	,258	,014	,042	,938	,272	,001	,159	,436	,378	,069	,069		,069	,662	,938	,792	,556	,098	,002	,012	,272	,272	,087	,069	,042	,477	,477	,105	,098	,792	,477	,792	,272	,236	,792	,003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_13	Pearson Correlation	-,316	-,120	,253	,088	,351	-,035	-,224	-,067	-,155	,280	,040	,337	1	,224	,088	,149	,415*	-,083	,149	-,224	-,067	,088	,135	,280	,443*	,760**	,520**	,447*	-,083	,447*	-,200	,149	-,175	,000	,447*	,343
	Sig. (2-tailed)	,089	,529	,177	,645	,057	,853	,235	,723	,414	,134	,834	,069		,235	,645	,432	,023	,663	,432	,235	,723	,645	,477	,134	,014	,000	,003	,013	,663	,013	,289	,432	,354	,875	,013	,063
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_14	Pearson Correlation	,177	-,134	,177	,539**	,049	,315	-,042	,264	-,035	,000	,000	-,113	,224	1	,294	,111	,371*	-,093	,111	,167	,539**	,049	,264	,224	,000	,224	,224	,111	-,093	,389*	,447*	,111	,294	,101	,111	,401*
	Sig. (2-tailed)	,350	,481	,350	,002	,797	,090	,827	,159	,856	####	####	,552	,235		,115	,559	,043	,626	,559	,379	,002	,797	,159	,235	1,000	,235	,235	,559	,626	,034	,013	,559	,115	,596	,559	,028
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_15	Pearson Correlation	,347	,288	,139	,423*	,423*	,015	,294	,207	,312	,351	,351	-,015	,088	,294	1	,850**	,473**	,473**	-,131	,294	,135	,112	,429*	,351	,347	,351	,088	,196	,473**	,196	,351	,523**	,423*	-,053	,196	,644**
	Sig. (2-tailed)	,061	,122	,465	,020	,020	,935	,115	,272	,093	,057	,057	,938	,645	,115		,000	,008	,008	,491	,115	,478	,000	,018	,057	,061	,057	,645	,299	,008	,299	,057	,003	,020	,782	,299	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_16	Pearson Correlation	,236	,356	,000	,196	,523**	-,184	,111	,302	,208	,149	,149	,050	,149	,111	,850**	1	,557**	,557**	-,111	,389*	,196	,850**	,302	,447*	,471**	,447*	,149	,259	,557**	,259	,149	,630**	,196	,067	,259	,603**
	Sig. (2-tailed)	,210	,053	1,000	,299	,003	,331	,559	,105	,271	,432	,432	,792	,432	,559	,000		,001	,001	,559	,034	,299	,000	,105	,013	,009	,013	,432	,167	,001	,167	,432	,000	,299	,724	,167	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_17	Pearson Correlation	-,131	-,050	-,131	,473**	,473**	-,102	-,093	,308	-,141	-,083	-,083	-,112	,415*	,371*	,473**	,557**	1	-,034	-,062	-,093	,473**	,473**	-,112	,415*	,263	,415*	,415*	,557**	-,034	,557**	-,083	,557**	-,073	,162	,557**	,399*
	Sig. (2-tailed)	,489	,795	,489	,008	,008	,590	,626	,098	,456	,663	,663	,556	,023	,043	,008	,001		,856	,745	,626	,008	,008	,556	,023	,161	,023	,023	,001	,856	,001	,663	,001	,702	,391	,001	,029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_18	Pearson Correlation	,263	,695**	-,131	-,073	,473**	-,102	,371*	,308	,244	-,083	,415*	,308	-,083	-,093	,473**	,557**	-,034	1	-,062	,371*	,043	,473**	,308	-,083	,263	-,083	-,083	-,062	1,000**	-,062	-,083	,557**	,473**	,162	-,062	,399*
	Sig. (2-tailed)	,161	,000	,489	,702	,008	,590	,043	,098	,194	,663	,023	,098	,663	,626	,008	,001	,856		,745	,043	,702	,008	,098	,663	,161	,663	,663	,745	,000	,745	,663	,001	,008	,391	,745	,029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_19	Pearson Correlation	,236	,356	,236	-,131	,196	,604**	,111	,050	-,023	,149	,149	,553**	,149	,111	-,131	-,111	-,062	-,062	1	,389*	,523**	,196	,553**	,745**	,000	,149	,447*	,259	-,062	,259	,447*	-,111	,196	,291	,259	,473**
	Sig. (2-tailed)	,210	,053	,210	,491	,299	,000	,559	,792	,904	,432	,432	,002	,432	,559	,491	,559	,745	,745		,034	,003	,299	,002	,000	1,000	,432	,013	,167	,745	,167	,013	,559	,299	,118	,167	,008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_20	Pearson Correlation	,530**	,535**	,177	,049	,049	,512**	,375*	,452*	,311	,224	,224	,452*	-,224	,167	,294	,389*	-,093	,371*	,389*	1	,294	,539**	,452*	,447*	,354	,000	,000	,111	,371*	,111	,671**	,111	,294	,269	-,167	,611**
	Sig. (2-tailed)	,003	,002	,350	,797	,797	,004	,041	,012	,094	,235	,235	,012	,235	,379	,115	,034	,626	,043	,034		,115	,002	,012	,013	,055	1,000	1,000	,559	,043	,559	,000	,559	,115	,150	,379	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_21	Pearson Correlation	,139	-,105	-,069	,135	,423*	,479**	-,196	,429*	,109	,088	,088	,207	-,067	,539**	,135	,196	,473**	-,073	,523**	,294	1	,135	,207	,614**	,347	,351	,351	,523**	-,073	,196	,351	,196	,135	,343	,523**	,578**
	Sig. (2-tailed)	,465	,581	,716	,478	,020	,007	,299	,018	,568	,645	,645	,272	,057	,002	,478	,299	,008	,702	,003	,115		,478	,272	,000	,061	,057	,057	,003	,702	,299	,057	,299	,478	,064	,003	,001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_22	Pearson Correlation	,347	,681**	,139	,135	,423*	,015	,294	,207	,109	,088	,088	,207	,088	,049	,712**	,850**	,473**	,473**	,196	,539**	,135	1	,429*	,614**	,347	,351	,351	,196	,473**	,523**	,351	,523**	,135	,145	,196	,644**
	Sig. (2-tailed)	,061	,000	,465	,478	,020	,935	,115	,272	,568	,645	,645	,272	,645	,797	,000	,000	,008	,008	,299	,002	,478		,018	,000	,061	,057	,057	,299	,008	,003	,057	,003	,478	,444	,299	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_23	Pearson Correlation	,373*	,443*	,373*	-,015	,207	,380*	,264	,148	,323	,337	,337	,318	,135	,264	,429*	,302	-,112	,308	,553**	,452*	,207	,429*	1	,539**	,053	,337	,337	,050	,308	,050	,429*	,071	,050	,635**
	Sig. (2-tailed)	,042	,014	,042	,938	,272	,038	,159	,436	,081	,069	,069	,087	,477	,159	,018	,105	,556	,098	,002	,012	,272	,018		,002	,780	,069	,069	,792	,098	,105	,002	,792	,018	,709	,792	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

		Soal_24																													TOTAL
Soal_24	Pearson Correlation	,253	,239	,253	,088	,351	,388*	,000	,135	,031	,280	,040	,337	,280	,224	,351	,447*	,415*	-,083	,745**	,447*	,614**	,614**	,539**	1	,253	,520**	,520**	,447*	-,083	,447*	,520**	,149	,088	,211	,447*	,674**
	Sig. (2-tailed)	,177	,203	,177	,645	,057	,034	1,000	,477	,871	,134	,834	,069	,134	,235	,057	,013	,023	,663	,000	,013	,000	,000	,002		,177	,003	,003	,013	,663	,013	,003	,432	,645	,264	,013	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_25	Pearson Correlation	-,050	,094	,100	,139	,347	,111	,000	,213	,196	,443*	,253	,373*	,443*	,000	,347	,471**	,263	,263	,000	,354	,347	,347	,053	,253	1	,443*	,253	,471**	,263	,000	,063	,236	-,069	-,095	,236	,495**
	Sig. (2-tailed)	,793	,619	,599	,465	,061	,558	1,000	,258	,300	,014	,177	,042	,014	1,000	,061	,009	,161	,161	1,000	,055	,061	,061	,780	,177		,014	,177	,009	,161	1,000	,740	,210	,716	,617	,210	,005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_26	Pearson Correlation	-,126	-,120	,253	,088	,351	-,035	-,224	-,067	,031	,520**	,040	,135	,760**	,224	,351	,447*	,415*	-,083	,149	,000	,351	,351	,337	,520**	,443*	1	,520**	,447*	-,083	,447*	,040	,149	-,175	,030	,447*	,479**
	Sig. (2-tailed)	,505	,529	,177	,645	,057	,853	,235	,723	,871	,003	,834	,477	,000	,235	,057	,013	,023	,663	,432	1,000	,057	,057	,069	,003	,014		,003	,013	,663	,013	,834	,432	,354	,875	,013	,007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_27	Pearson Correlation	-,126	,239	,253	,088	,351	,176	,000	-,067	-,155	,040	,040	,135	,520**	,224	,088	,149	,415*	-,083	,447*	,000	,351	,351	,337	,520**	,253	,520**	1	,447*	-,083	,745**	,040	,149	-,175	,211	,447*	,434*
	Sig. (2-tailed)	,505	,203	,177	,645	,057	,352	1,000	,723	,414	,834	,834	,477	,003	,235	,645	,432	,023	,663	,013	1,000	,057	,057	,069	,003	,177	,003		,013	,663	,000	,834	,432	,354	,264	,013	,017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_28	Pearson Correlation	-,236	-,089	,236	,523**	,523**	,342	,111	,302	,208	,447*	,447*	,302	,447*	,111	,196	,259	,557**	-,062	,259	,111	,523**	,196	,050	,447*	,471**	,447*	,447*	1	-,062	,259	-,149	,259	-,131	,291	,630**	,585**
	Sig. (2-tailed)	,210	,640	,210	,003	,003	,065	,559	,105	,271	,013	,013	,105	,013	,559	,299	,167	,001	,745	,167	,559	,003	,299	,792	,013	,009	,013	,013		,745	,167	,432	,167	,491	,118	,000	,001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_29	Pearson Correlation	,263	,695**	-,131	-,073	,473**	-,102	,371*	,308	,244	-,083	,415*	,308	-,083	-,093	,473**	,557**	-,034	1,000**	-,062	,371*	-,073	,473**	,308	-,083	,263	-,083	-,083	-,062	1	-,062	-,083	,557**	,473**	,162	-,062	,399*
	Sig. (2-tailed)	,161	,000	,489	,702	,008	,590	,043	,098	,194	,663	,023	,098	,663	,626	,008	,001	,856	,000	,745	,043	,702	,008	,098	,663	,161	,663	,663	,745		,745	,663	,001	,008	,391	,745	,029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_30	Pearson Correlation	,000	,356	,236	,196	,196	,079	,111	,302	-,254	-,149	-,149	,050	,447*	,389*	,196	,259	,557**	-,062	,259	,111	,196	,523**	,302	,447*	,000	,447*	,745**	,259	-,062	1	,149	,259	-,131	,291	,259	,398*
	Sig. (2-tailed)	1,000	,053	,210	,299	,299	,679	,559	,792	,176	,432	,432	,792	,013	,034	,299	,167	,001	,745	,167	,559	,299	,003	,105	,013	1,000	,013	,000	,167	,745		,432	,167	,491	,118	,167	,029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_31	Pearson Correlation	,632**	,239	,253	,088	-,175	,599**	,224	,135	,217	,280	,040	,135	-,200	,447*	,351	,149	-,083	-,083	,447*	,671**	,351	,351	,539**	,520**	,063	,040	,040	-,149	-,083	,149	1	-,149	,351	,030	-,149	,464**
	Sig. (2-tailed)	,000	,203	,177	,645	,354	,000	,235	,477	,250	,134	,834	,477	,289	,013	,057	,432	,663	,663	,013	,000	,057	,057	,002	,003	,740	,834	,834	,432	,663	,432		,432	,057	,875	,432	,010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_32	Pearson Correlation	,000	,356	-,236	,196	,523**	-,184	,111	,302	-,023	-,149	,149	,050	,149	,111	,523**	,630**	,557**	,557**	-,111	,111	,196	,523**	,050	,149	,236	,149	,149	,259	,557**	,259	-,149	1	,196	,067	,259	,379*
	Sig. (2-tailed)	1,000	,053	,210	,299	,003	,331	,559	,105	,904	,432	,432	,792	,432	,559	,003	,000	,001	,001	,559	,559	,299	,003	,792	,432	,210	,432	,432	,167	,001	,167	,432		,299	,724	,167	,039
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_33	Pearson Correlation	,347	,288	-,069	,135	,135	,247	,294	,207	,109	,088	,351	,207	-,175	,294	,423*	,196	-,073	,473**	,196	,294	,135	,135	,429*	,088	-,069	-,175	-,175	-,131	,473**	-,131	,351	,196	1	,145	,196	,380*
	Sig. (2-tailed)	,061	,122	,716	,478	,478	,188	,115	,272	,568	,645	,057	,272	,354	,115	,020	,299	,702	,008	,299	,115	,478	,478	,018	,645	,716	,354	,354	,491	,008	,491	,057	,299		,444	,299	,038
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_34	Pearson Correlation	,190	,234	,048	-,053	,145	,323	,269	,375*	,247	-,150	,211	,223	,030	,101	-,053	,067	,162	,162	,291	,269	,343	,145	,071	,211	-,095	,030	,211	,291	,162	,291	,030	,067	,145	1	,291	,385*
	Sig. (2-tailed)	,314	,214	,803	,782	,444	,081	,150	,041	,189	,428	,264	,236	,875	,596	,782	,724	,391	,391	,118	,150	,064	,444	,709	,264	,617	,875	,264	,118	,391	,118	,875	,724	,444		,118	,036
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Soal_35	Pearson Correlation	-,236	-,089	,000	,196	,523**	,079	-,167	,050	-,023	,149	,149	,050	,447*	,111	,196	,259	,557**	-,062	,259	-,167	,523**	,196	,050	,447*	,236	,447*	,447*	,630**	-,062	,259	-,149	,259	,196	,291	1	,398*
	Sig. (2-tailed)	,210	,640	1,000	,299	,003	,679	,379	,792	,904	,432	,432	,792	,013	,559	,299	,167	,001	,745	,167	,379	,003	,299	,792	,013	,210	,013	,013	,000	,745	,167	,432	,167	,299	,118		,029
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	,400*	,439*	,376*	,380*	,529**	,561**	,415*	,458*	,435*	,464**	,509**	,521**	,343	,401*	,644**	,603**	,399*	,399*	,473**	,611**	,578**	,644**	,635**	,674**	,495**	,479**	,434*	,585**	,399*	,398*	,464**	,379*	,380*	,385*	,398*	1
	Sig. (2-tailed)	,028	,015	,040	,038	,003	,001	,023	,011	,016	,010	,004	,003	,063	,028	,000	,000	,029	,029	,008	,000	,001	,000	,000	,000	,005	,007	,017	,001	,029	,029	,010	,039	,038	,036	,029	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	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).

6c. Uji Coba Realibilitas butir Instrumen Kuesioner

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
.931	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	111.6667	257.540	.596	.929
X02	111.2667	257.926	.620	.928
X03	111.6667	258.989	.573	.929
X04	112.5333	258.809	.340	.932
X05	112.1667	261.592	.309	.932
X06	112.4333	260.875	.415	.930
X07	113.0667	259.651	.362	.931
X08	112.4333	256.668	.445	.930
X09	112.6000	262.731	.368	.931
X10	111.8667	263.223	.384	.931
X11	112.2000	248.166	.753	.926
X12	111.6000	261.697	.467	.930
X13	111.6000	257.697	.602	.929
X14	112.5000	246.672	.608	.928
X15	112.1000	245.679	.792	.926
X16	111.9667	254.585	.554	.929
X17	111.8667	245.706	.857	.925
X18	112.4000	251.214	.589	.928
X19	112.5667	259.220	.321	.933
X20	111.5667	250.116	.714	.927
X21	111.3333	262.437	.424	.930
X22	111.4667	258.051	.405	.931
X23	111.5000	258.534	.576	.929
X24	111.8000	252.510	.625	.928
X25	111.8667	251.982	.598	.928
X26	111.6000	255.972	.572	.929
X27	111.5333	249.982	.773	.926
X28	111.9000	259.266	.398	.931
X29	111.8000	250.303	.727	.927
X30	111.3333	253.264	.661	.928

6d. Uji Reliabilitas butir tes

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal_1	28,0333	35,482	,342	,894
Soal_2	27,7667	36,254	,441	,892
Soal_3	28,0333	35,620	,317	,895
Soal_4	27,8333	36,213	,320	,894
Soal_5	27,8333	35,592	,474	,891
Soal_6	27,9333	34,823	,523	,890
Soal_7	27,9000	35,679	,375	,893
Soal_8	27,9667	35,413	,383	,893
Soal_9	28,0667	35,375	,352	,894
Soal_10	27,8667	35,706	,401	,893
Soal_11	27,8667	35,499	,448	,892
Soal_12	27,9667	34,930	,477	,891
Soal_13	27,8667	36,257	,277	,895
Soal_14	27,9000	35,886	,331	,894
Soal_15	27,8333	35,109	,595	,889
Soal_16	27,8000	35,545	,557	,890
Soal_17	27,7333	36,823	,365	,894
Soal_18	27,7333	36,823	,365	,894
Soal_19	27,8000	35,890	,460	,892
Soal_20	27,9000	34,714	,581	,889
Soal_21	27,8333	35,385	,525	,891
Soal_22	27,8333	34,971	,630	,889
Soal_23	27,9667	34,309	,599	,889
Soal_24	27,8667	34,602	,655	,888
Soal_25	28,0333	35,068	,417	,893
Soal_26	27,8667	35,637	,417	,892
Soal_27	27,8667	35,706	,401	,893
Soal_28	27,8000	35,614	,538	,891
Soal_29	27,7333	36,823	,365	,894
Soal_30	27,8000	36,166	,383	,893
Soal_31	27,8667	35,568	,432	,892
Soal_32	27,8000	36,372	,326	,894
Soal_33	27,8333	36,213	,320	,894
Soal_34	28,2667	35,513	,316	,895
Soal_35	27,8000	36,303	,345	,893

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded[a]	0	0,0
	Total	30	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,895	35

Lampiran 7 Hasil Penelitian

7a. Data hasil Penelitian

No.	Eksperimen		Kontrol	
	X1	Y1	X1	Y1
1	125	64	110	83
2	117	97	116	66
3	111	80	98	83
4	110	91	93	68
5	120	97	113	54
6	145	86	112	86
7	120	83	86	63
8	121	94	103	86
9	102	77	93	80
10	146	97	97	54
11	117	71	115	91
12	112	77	120	94
13	136	66	86	71
14	110	94	105	83
15	108	80	77	63
16	126	94	115	88
17	78	80	108	88
18	108	78	102	86
19	112	66	111	63
20	120	97	88	40
21	86	66	95	77
22	106	78	120	91
23	120	74	123	68
24	142	97	114	83
25	111	66	100	57
26	116	91	105	54
27	135	83	99	54
28	121	89	113	88
29	116	66	101	71
30	77	97	108	63
31	126	83	78	71
32	130	78	129	91
33	94	97	117	86
34	119	66	112	86
35	108	97	88	54
36	127	100	119	66

Lampiran 8
Analisis Deskriptif Data Hasil Penelitian

Statistics

		eks motivasi berprestasi	eks hasil belajar	kon motivasi berprestasi	kon hasil belajar
N	Valid	36	36	36	36
	Missing	36	36	36	36
Mean		116.06	83.25	104.69	73.61
Median		117.00	83.00	106.50	74.00
Mode		120	97	86[a]	54[a]
Std. Deviation		15.939	11.814	12.870	14.237
Variance		254.054	139.564	165.647	202.702
Range		69	36	52	54
Minimum		77	64	77	40
Maximum		146	100	129	94
Sum		4178	2997	3769	2650

a. Multiple modes exist. The smallest value is shown

Frequency Table
eks motivasi berprestasi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77	1	1.4	2.8	2.8
	78	1	1.4	2.8	5.6
	86	1	1.4	2.8	8.3
	94	1	1.4	2.8	11.1
	102	1	1.4	2.8	13.9
	106	1	1.4	2.8	16.7
	108	3	4.2	8.3	25.0
	110	2	2.8	5.6	30.6
	111	2	2.8	5.6	36.1
	112	2	2.8	5.6	41.7
	116	2	2.8	5.6	47.2
	117	2	2.8	5.6	52.8
	119	1	1.4	2.8	55.6
	120	4	5.6	11.1	66.7
	121	2	2.8	5.6	72.2
	125	1	1.4	2.8	75.0
	126	2	2.8	5.6	80.6
	127	1	1.4	2.8	83.3
	130	1	1.4	2.8	86.1
	135	1	1.4	2.8	88.9
	136	1	1.4	2.8	91.7
	142	1	1.4	2.8	94.4
	145	1	1.4	2.8	97.2
	146	1	1.4	2.8	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

Eks Hasil Belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	1.4	2.8	2.8
	66	6	8.3	16.7	19.4
	71	1	1.4	2.8	22.2
	74	1	1.4	2.8	25.0
	77	2	2.8	5.6	30.6
	78	3	4.2	8.3	38.9
	80	3	4.2	8.3	47.2
	83	3	4.2	8.3	55.6
	86	1	1.4	2.8	58.3
	89	1	1.4	2.8	61.1
	91	2	2.8	5.6	66.7
	94	3	4.2	8.3	75.0
	97	8	11.1	22.2	97.2
	100	1	1.4	2.8	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

kon motivasi berprestasi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77	1	1.4	2.8	2.8
	78	1	1.4	2.8	5.6
	86	2	2.8	5.6	11.1
	88	2	2.8	5.6	16.7
	93	2	2.8	5.6	22.2
	95	1	1.4	2.8	25.0
	97	1	1.4	2.8	27.8
	98	1	1.4	2.8	30.6
	99	1	1.4	2.8	33.3
	100	1	1.4	2.8	36.1
	101	1	1.4	2.8	38.9
	102	1	1.4	2.8	41.7
	103	1	1.4	2.8	44.4
	105	2	2.8	5.6	50.0
	108	2	2.8	5.6	55.6
	110	1	1.4	2.8	58.3
	111	1	1.4	2.8	61.1
	112	2	2.8	5.6	66.7
	113	2	2.8	5.6	72.2
	114	1	1.4	2.8	75.0
	115	2	2.8	5.6	80.6
	116	1	1.4	2.8	83.3
	117	1	1.4	2.8	86.1
	119	1	1.4	2.8	88.9
	120	2	2.8	5.6	94.4
	123	1	1.4	2.8	97.2
	129	1	1.4	2.8	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

kon hasil belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	1.4	2.8	2.8
	54	5	6.9	13.9	16.7
	57	1	1.4	2.8	19.4
	63	4	5.6	11.1	30.6
	66	2	2.8	5.6	36.1
	68	2	2.8	5.6	41.7
	71	3	4.2	8.3	50.0
	77	1	1.4	2.8	52.8
	80	1	1.4	2.8	55.6
	83	4	5.6	11.1	66.7
	86	5	6.9	13.9	80.6
	88	3	4.2	8.3	88.9
	91	3	4.2	8.3	97.2
	94	1	1.4	2.8	100.0
	Total	36	50.0	100.0	
Missing	System	36	50.0		
Total		72	100.0		

Lampiran 9
Uji Persyaratan Analisis

9a. Uji Normalitas Sebaran Data

Tests of Normality

	kelompok	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
motivasi berprestasi	eksperimen	.140	36	.072	.950	36	.101
	kontrol	.105	36	.200[*]	.970	36	.437
hasil belajar	eksperimen	.152	36	.055	.898	36	.073
	kontrol	.190	36	.062	.922	36	.114

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

9b.Uji Homogenitas Varians
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
motivasi berprestasi	Based on Mean	.189	1	70	.665
	Based on Median	.175	1	70	.677
	Based on Median and with adjusted df	.175	1	61.282	.677
	Based on trimmed mean	.189	1	70	.665
hasil belajar	Based on Mean	2.605	1	70	.111
	Based on Median	2.639	1	70	.109
	Based on Median and with adjusted df	2.639	1	69.186	.109
	Based on trimmed mean	2.569	1	70	.113

9c. Uji Linieritas

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
hasil belajar *motivasi berprestasi	Between Groups	(Combined)	9400.436	38	247.380	1.920	.030
		Linearity	1905.963	1	1905.963	14.795	.001
		Deviation from Linearity	7494.473	37	202.553	1.572	.095
	Within Groups		4251.217	33	128.825		
	Total		13651.653	71			

Lampiran
10 Pengujian Hipotesis

10a. Pengujian hipotesis 1

ANOVA
hasil belajar

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1672.347	1	1672.347	9.772	.003
Within Groups	11979.306	70	171.133		
Total	13651.653	71			

10b) Pengujian Hipotesis 2

Between-Subjects Factors

		Value Label	N
kelompok	1	eksperimen	36
	2	kontrol	36

Levene's Test of Equality of Error Variances[a]
Dependent Variable: hasil belajar

F	df1	df2	Sig.
.858	1	70	.357

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + X + k

Tests of Between-Subjects Effects
Dependent Variable: hasil belajar

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2616.039[a]	2	1308.019	8.178	.001
Intercept	3018.968	1	3018.968	18.876	.000
X	943.692	1	943.692	5.900	.018
k	710.076	1	710.076	4.440	.039
Error	11035.614	69	159.936		
Total	456549.000	72			
Corrected Total	13651.653	71			

a. R Squared = .192 (Adjusted R Squared = .168)

Lampiran 11
Dokumentasi Pelaksanaan Penelitian

KELAS EKSPERIMEN
MENJAWAB KUESIONER
PELAKSANAAN PEMBELAJARAN

MELAKSANAKAN *TEST*

KELAS KONTROL	
MENJAWAB KUESIONER	KEGIATAN PEMBELAJARAN
MELAKSANAKAN *TEST*	

Lampiran 12
Surat Permohonan Penelitian

PEMERINTAH PROVINSI BALI

SMK NEGERI 1 DENPASAR

Jalan HOS Cokroaminoto, Nomor 54, Kode Pos 80118, WA. 081236390662
NPSN: 50103118, Web: smkn1denpasar.sch.id, Email: ts@smkn1denpasar.sch.id

Nomor : B.10.400.7.22.1/10299/SMKN1DPS/DIKPORA
Lamp : -
Priha : Surat Balasan

Kepada :
Yth.

Universitas Pendidikan Ganesha
Program Pascasarjana

di-

Tempat

Dengan Hormat

Menindak lanjuti surat dari Universitas Pendidikan Ganesha, Nomor : 5220/UN48.14.1/PT.02.05/2025, Tertanggal, 08 Oktober 2025, Perihal : Mohon Izin Pengambilan Data, maka Kepala SMK Negeri 1 Denpasar **Mengijinkan** Mahasiswa melakukan penelitian di SMK Negeri 1 Denpasar, atas nama :

Nama : I Gusti Ayu Made Dewi Yuginarta
NIM : 2429031008
Program Studi : S2 Administrasi Pendidikan
Judul Penelitian : Pengaruh Model Pembelajaran *Discovery* Berbasis *Mind Mapping*, Motivasi Berprestasi Terhadap Hasil Belajar Bahasa Inggris Pada Siswa Kelas XI SMK Negeri 1 Denpasar

Untuk pengambilan data/informasi yang dibutuhkan mahasiswa dalam melakukan penelitian. Dalam rangka melengkapi persyaratan penyusunan Tesis.

Demikian surat balasan ini di sampaikan atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Dikeluarkan di : Bali
Pada Tanggal : 09 Oktober 2025

Ditandatangani secara elektronik oleh:
KEPALA SEKOLAH
I Wayan Mustika, S,Pd., M.Pd
Pembina Utama Muda/IVc
NIP. 19661025 199003 1 007

Balai Besar Sertifikasi Elektronik   Dokumen ini telah ditandatangani secara elektronik (TTE). Scan/klik QR Code untuk informasi TTE. Upload file pada https://tte.kominfo.go.id/verifyPDF untuk cek keaslian file.

Lampiran 1 1 Surat Permohonan Ijin Penelitian

Lampiran 13
Surat Ijin Melaksanakan Penelitian

KEMENTERIAN PENDIDIKAN TINGGI, SAINS
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA
Jl. Udayana No 11 Singaraja Bali, Telp. 081999446444
Laman: http://pasca.undiksha.c.id.

Nomor : 5220/UN48.14.1/PT.02.05/2025   8 Oktober 2025
Lamp   : 1 (satu) gabung
Perihal : Mohon Izin Pengambilan Data

Yth Kepala SMK Negeri 1 Denpasar
      di denpasar

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis/Disertasi mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, bersama ini kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami dengan identitas:

Nama   : I Gusti Ayu Made Dewi Yuginarta

NIM   : 2429031008

Program studi   : S2 Administrasi Pendidikan

Judul Penelitian : Pengaruh Model Pembelajaran *Discovery* Berbasis *Mind Mapping*, Motivasi Berprestasi Terhadap Hasil Belajar Bahasa Inggris Pada Siswa Kelas XI SMK Negeri 1 Denpasar

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Demikain disampaikan, atas perkenaan dan kerja sama yang baik kami ucapkan terima kasih.

a n Direktur,
Wakil Direktur 1,

Putu Arnyana
NIP 12311986011005

Tembusan :
1.   Kepala Subbagian Program Pascasarjana
2.   Mahasiswa yang bersangkutan

Lampiran 14
Daftar Riwayat Hidup

DAFTAR RIWAYAT HIDUP

I Gusti Ayu Made Dewi Yuginarta, lahir di Jagapati pada tanggal 12 April 1979. Penulis merupakan anak kedua dari pasangan I Gusti Putu Ginarta dan I Gusti Ayu Made Yuniathi. Penulis lahir dan dibesarkan di Br. Kemulan Desa jagapati, Kec. Abiansemal Badung. Penulis menyelesaikan pendidikan dasar di SD No. 2 Jagapati dan lulus pada tahun 1991. Kemudian penulis melanjutkan di SMP Negeri 2 Abiansemal lulus pada tahun 1994. Pada tahun 1997 penulis lulus dari SMK Negeri 4 Denpasar. Kemudian melanjutkan kuliah jurusan Pendidikan Bahasa Inggris di Universitas Mahasaraswati Denpasar. Selama kuliah penulis pernah menjadi senat mahasiswa dengan jabatan sebagai sekretaris. Tahun 2002 penulis memperoleh gelar Sarjana Pendidikan (S.Pd) jurusan Pendidikan Bahasa Inggris Universitas Mahasaraswati Denpasar, kemudian bekerja sebagai tenaga honorer di STM Saraswati Denpasar. Pada tahun 2003 penulis diangkat menjadi Guru Kontrak Pusat dan ditugaskan di SMK Negeri 1 Denpasar. Pada tahun Tahun 2004 penulis menikah dengan pujaan hati Dewa Made Raka dari Desa Sema Agung Banjarangkan Klungkung dan melahirkan anak pertama I Dewa Gede Ragina Pratama tahun 2005, anak kedua I Dewa Ayu Made Rahayu Yuliari lahir pada tahun 2008 dan anak ketiga I Dewa Nyoman Bagus Dipta Putra lahir pada tahun 2017. Pada tahun 2006 penulis diangkat menjadi guru PNS di SMK Negeri 1 Denpasar dan sampai sekarang masih mengajar Bahasa Inggris di SMKN 1 Denpasar. Pada tahun 2024 penulis melanjutkan pendidikan Strata-2 (S2) Program Studi Administrasi Pendidikan di Universitas Pendidikan Ganesha. Pada semester akhir telah berhasil menyusun tesis yang berjudul "Pengaruh Model Pembelajaran Discovery Learning Berbasis *Mind Mapping* dan Motivasi Berprestasi Siswa Terhadap Hasil Belajar Bahasa Inggris Pada Kelas XI SMK Negeri 1 Denpasar".