

APPENDICES

Appendix 1. Research Permit & Assignment Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jalan Udayana Singaraja, Bali Kode Pos 81116
Tlp. (0362) 22570 Fax. (0362) 25735
Laman: www.undiksha.ac.id

Number : 23/UN48.16/LT/2025 Singaraja, June 5, 2025
Attachment : -
Subject : Request for Research Permit

To:

1. Coordinator of the English Language Education Study Program, Undiksha
 2. Coordinator of the English Language Education Study Program, STKIP AH
 3. Dean of Office of International Affairs, MCUT Taiwan
- At respective places

Dear Sir/Madam,

We kindly request your permission for the following lecturers/researchers from Universitas Pendidikan Ganesha to conduct research. The personnel involved are as follows:

NO	NAME	ID NUMBER	ROLE
1	Prof. Dr. Ni Made Ratminingsih, M.A.	196609081991022002	Principal Investigator
2	Made Hery Santosa, S.Pd, M.Pd., Ph.D.	197910232003121001	Research Member
3	Kadek Sintya Dewi, S.Pd., M.Pd.	198803232015042004	Research Member
4	I Komang Adiartha Negara	2212021122	Student
5	Made Aprilia Ayu Adnyani	2212021130	Student

The title of the research is:

" The Effect of Gender, Academic Anxiety, and Self-Efficacy on AI Application Utilization and Grammar Knowledge in English Grammar Courses".

In this regard, we respectfully ask for your kind assistance and support to ensure that the research activities proceed smoothly and successfully.

Thank you for your attention and cooperation.

Sincerely,
Head,



I Nengah Suparta
ID. 196507111990031003



Catatan :
• UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
• Dokumen ini terdapat ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BNSI
• Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia



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ASSIGNMENT LETTER

Number : 248/UN48.16/LT/2025

The Head of the Institute for Research and Community Service of Universitas Pendidikan Ganesha hereby assigns the lecturers and students listed below to carry out a series of research activities for data collection under the title "**The Effect of Gender, Academic Anxiety, and Self-Efficacy on AI Application Utilization and Grammar Knowledge in English Grammar Courses**," to be conducted at the English Language Education Study Program of Undiksha, the English Language Education Study Program of STKIP AH, and at MCUT Taiwan, from **May to August 2025**, as follows :

NO	NAME	ID NUMBER	ROLE
1.	Prof. Dr. Ni Made Ratminingsih, M.A.	196609081991022002	Principal Investigator
2.	Made Hery Santosa, S.Pd, M.Pd., Ph.D.	197910232003121001	Research Member
3.	Kadek Sintya Dewi, S.Pd., M.Pd.	198803232015042004	Research Member
4.	I Komang Adiartha Negara	2212021122	Student
5.	Made Aprilia Ayu Adnyani	2212021130	Student

All expenses incurred in the execution of this assignment shall be charged to the Research Grant, and any consequences arising from this official travel shall be the responsibility of the principal investigator.

This letter of assignment is hereby issued to be carried out with full responsibility.

Singaraja, June 5, 2025

Head,



I Nengah Suparta.

ID. 196507111990031003



BATAL
Sertifikasi
Elektronik

- Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
 - Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Burel
 - Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tertera

Appendix 2. Blue Print & Instruments

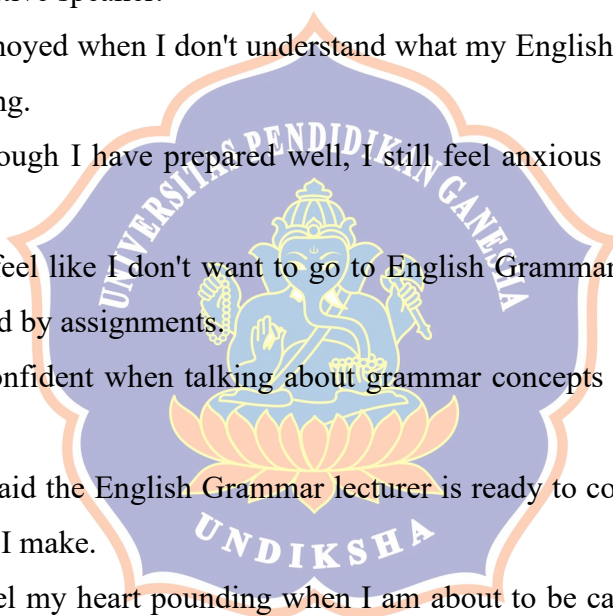
Blue Print of Foreign Language Anxiety

No	Dimension	Description	Number of Item	Total Item
1	Communication Apprehension	Anxiety when understanding or using English grammar in speech.	1, 9, 12, 14(R), 16, 18, 21, 23, 24, 27, 30	11
2	Test Anxiety	Anxiety related to grammar test or task, especially using AI.	3, 6, 8(R), 10, 11, 17, 20, 22(R) 26, 32, 33	11
3	Fear of Negative Evaluation	Anxiety about being judge for poor grammar by teacher or peers.	2(R), 4, 5(R), 7, 13, 15, 19, 25, 28(R), 29, 31	12

Instrument:

1. I never feel confident in myself when speaking English in English Grammar class.
2. I am not worried about making grammar mistakes in front of the lecturer or my friends in English Grammar class.
3. I tremble when I know I will be called on to answer grammar questions in English Grammar class.
4. I am afraid if I don't understand the grammar concepts explained by the lecturer in English in English Grammar class.
5. I am not bothered at all to learn all the grammar concepts explained by the lecturer in the English Grammar course.
6. While working on assignments in English Grammar, I often think about things that have nothing to do with the course material.
7. I keep thinking that other students are better at English grammar than I am.
8. I usually feel calm when doing English grammar assignments and tests.
9. I start to panic when I have to speak or create example sentences with grammar rules without preparation in English Grammar class.

10. I am worried about the consequences of failing a test or assignment in English Grammar class.
11. I am worried that I won't be able to do English grammar assignments well without the help of AI tools or applications (ChatGPT, Grammarly, etc.). This is why many students get so annoyed with the English Grammar course.
12. I get so nervous in English Grammar class that I often forget the materials I have learned.
13. I feel ashamed in front of the lecturer and my friends to volunteer answers in English Grammar class.
14. I would not be nervous speaking in English, which requires proper grammar, like a native speaker.
15. I get annoyed when I don't understand what my English Grammar lecturer is correcting.
16. Even though I have prepared well, I still feel anxious in English Grammar class.
17. I often feel like I don't want to go to English Grammar class because I feel burdened by assignments.
18. I feel confident when talking about grammar concepts in English Grammar class.
19. I am afraid the English Grammar lecturer is ready to correct every grammar mistake I make.
20. I can feel my heart pounding when I am about to be called on to answer an English Grammar question.
21. The more I learn English grammar concepts, the more confused I become.
22. I don't feel pressured to prepare well every time I do assignments in English Grammar class.
23. I always feel that my grammar is not quite right when speaking English in English Grammar class.
24. I feel shaky when speaking English in English Grammar class.
25. English Grammar class goes so fast that I'm worried I won't be able to keep up like my other friends.



26. I feel more tense and nervous when taking a test in English Grammar class compared to other classes that are not in English.
27. I feel nervous and confused when speaking English in English Grammar class.
28. When I go to English Grammar class, I feel more confident and relaxed than my other friends.
29. I feel scared and pressured when the English Grammar lecturer corrects a word or sentence I say.
30. I feel overwhelmed by the many grammar rules that must be learned for speaking or writing in English.
31. I am afraid that other students will laugh when I speak English in English Grammar class.
32. I feel comfortable using AI to check the correctness of my answers in English Grammar assignments.
33. I feel nervous when using AI to check the correctness of my answers in English Grammar assignments.

Instrumen:

1. Saya tidak pernah merasa yakin pada diri saya sendiri ketika berbicara bahasa Inggris di kelas *English Grammar*.
2. Saya tidak khawatir membuat kesalahan *grammar* di depan dosen atau teman-teman di kelas *English Grammar*.
3. Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk menjawab soal-soal *grammar* di kelas *English Grammar*.
4. Saya takut jika saya tidak mengerti konsep *grammar* yang dijelaskan dosen dalam bahasa Inggris di kelas *English Grammar*.
5. Saya tidak merasa terganggu sama sekali untuk mempelajari semua konsep *grammar* yang dijelaskan dosen pada mata kuliah *English Grammar*.
6. Selama mengerjakan tugas dalam pembelajaran *English Grammar*, saya sering memikirkan hal-hal yang tidak ada hubungannya dengan materi kuliah tersebut.

7. Saya terus berpikir bahwa mahasiswa lain lebih baik dalam penguasaan *grammar* bahasa Inggris daripada saya.
8. Saya biasanya merasa tenang saat mengerjakan tugas-tugas dan tes *grammar* bahasa Inggris.
9. Saya mulai panik ketika harus berbicara atau membuat contoh kalimat dengan aturan grammar tanpa persiapan di kelas *English Grammar*.
10. Saya khawatir terhadap konsekuensi kegagalan dalam mengerjakan tes atau tugas di kelas *English Grammar*.
11. Saya khawatir tidak mampu mengerjakan tugas grammar bahasa Inggris dengan baik tanpa menggunakan bantuan alat atau aplikasi AI (ChatGPT, Grammarly, dll.) mengapa banyak mahasiswa menjadi sangat kesal dengan mata kuliah *English Grammar*.
12. Saya menjadi sangat gugup di kelas *English Grammar*, sehingga saya sering lupa materi-materi yang telah dipelajari.
13. Saya merasa malu kepada dosen dan teman-teman untuk memberikan jawaban secara sukarela di kelas *English Grammar*.
14. Saya tidak akan gugup berbicara dalam bahasa Inggris yang mengharuskan penggunaan *grammar* yang tepat seperti penutur asli.
15. Saya menjadi kesal ketika saya tidak mengerti apa yang dikoreksi oleh dosen *English Grammar*.
16. Meskipun saya telah mempersiapkan diri dengan baik, saya tetap merasa cemas di kelas *English Grammar*.
17. Saya sering merasa tidak ingin masuk kelas untuk kuliah *English Grammar* karena merasa terbebani tugas.
18. Saya merasa percaya diri ketika berbicara tentang konsep *grammar* di kelas *English Grammar*.
19. Saya takut dosen *English Grammar* siap-siap mengoreksi setiap kesalahan *grammar* yang saya buat.
20. Saya dapat merasakan jantung berdebar-debar ketika saya akan dipanggil untuk menjawab soal *grammar* bahasa Inggris.
21. Semakin banyak saya belajar konsep-konsep *grammar* bahasa Inggris, semakin membuat saya bingung.

22. Saya tidak merasa tertekan mempersiapkan diri dengan baik setiap saat mengerjakan tugas di kelas *English Grammar*.
23. Saya selalu merasa *grammar* saya kurang sesuai saat berbicara dalam bahasa Inggris di kelas *English Grammar*.
24. Saya merasa gemetar saat berbicara bahasa Inggris di kelas *English Grammar*.
25. Kelas *English Grammar* berlangsung sangat cepat sehingga saya khawatir tidak mampu mengikuti seperti teman-teman lainnya.
26. Saya merasa lebih tegang dan gugup saat mengikuti tes di kelas *English Grammar* dibandingkan di kelas lainnya yang bukan bahasa Inggris.
27. Saya merasa gugup dan bingung saat berbicara bahasa Inggris di kelas *English Grammar*.
28. Ketika saya masuk kelas *English Grammar*, saya merasa lebih yakin dan santai dibandingkan teman-teman lainnya.
29. Saya merasa takut dan tertekan ketika dosen *English Grammar* mengoreksi kata atau kalimat yang saya sampaikan.
30. Saya merasa kewalahan dengan banyaknya aturan *grammar* yang harus dipelajari dalam berbicara atau menulis bahasa Inggris.
31. Saya takut mahasiswa lain akan menertawakan ketika saya berbicara bahasa Inggris di kelas *English Grammar*.
32. Saya merasa nyaman menggunakan bantuan AI untuk memeriksa kebenaran jawaban saya dalam tugas *English Grammar*.
33. Saya merasa gugup ketika menggunakan bantuan AI untuk memeriksa kebenaran jawaban saya dalam tugas *English Grammar*.

Blue Print of Artificial Intelligence (AI) Utilization

No	Dimensions	Description	Number of Item	Total Item
1	Perceived Usefulness (PU)	Beliefs that using AI based applications enhances English grammar learning performance.	1, 2, 3, 4, 5	5

2	Perceived Ease of Use (PEOU)	Ease of operating AI tools/applications for English grammar learning.	6, 7, 8, 9, 10	5
3	User Readiness (UR)	Psychological, technical, and institutional support to use AI tools/applications in English grammar learning.	11,12, 13, 14, 15	5

Instrument:

1. Using AI tools or applications (ChatGPT, Grammarly, etc.) helps me understand English grammar concepts.
2. AI tools or applications improve my accuracy in constructing English sentences.
3. I feel that AI tools or applications make the process of learning English grammar easier.
4. AI tools or applications help me complete English grammar assignments more quickly and accurately.
5. I feel that my English grammar learning outcomes have improved since I started using AI tools or applications.
6. I feel that AI applications are easy to use for checking English grammar.
7. I don't experience difficulties when using AI tools or applications to learn English grammar.
8. The interface and features of AI tools or applications are easy to understand and help me in learning English grammar.
9. I can use AI tools or applications without needing help from others to learn English grammar.
10. I can quickly learn how AI tools or applications work for studying English grammar.
11. I have adequate internet access and devices to use AI tools or applications in my English grammar learning.
12. My campus provides free internet connection that supports the use of AI tools or applications in English grammar learning.

13. I am comfortable using AI tools or applications for learning English grammar.
14. I am ready to use AI tools or applications routinely in my English grammar learning.
15. I am ready to adapt and try other AI tools or applications for learning English grammar.

Instrumen:

1. Penggunaan alat atau aplikasi AI (ChatGPT, Grammarly, dll.) membantu saya memahami konsep *grammar* bahasa Inggris.
2. Alat atau aplikasi AI meningkatkan ketepatan saya dalam menyusun kalimat bahasa Inggris.
3. Saya merasa alat atau aplikasi AI mempermudah proses belajar *grammar* bahasa Inggris.
4. Alat atau aplikasi AI membantu saya menyelesaikan tugas *grammar* bahasa Inggris dengan lebih cepat dan tepat.
5. Saya merasa hasil belajar *grammar* bahasa Inggris saya meningkat sejak menggunakan alat atau aplikasi AI.
6. Saya merasa aplikasi AI mudah digunakan untuk memeriksa *grammar* bahasa Inggris.
7. Saya tidak mengalami kesulitan ketika menggunakan alat atau aplikasi AI dalam belajar *grammar* bahasa Inggris.
8. Tampilan dan fitur alat atau aplikasi AI mudah dipahami untuk membantu saya dalam belajar *grammar* bahasa Inggris.
9. Saya mampu menggunakan alat atau aplikasi AI tanpa perlu bantuan orang lain dalam belajar *grammar* bahasa Inggris.
10. Saya mampu mempelajari cara kerja alat atau aplikasi AI untuk belajar *grammar* bahasa Inggris dengan cepat.
11. Saya memiliki akses internet dan perangkat yang memadai untuk menggunakan alat atau aplikasi AI dalam pembelajaran *grammar* bahasa Inggris.
12. Kampus saya menyediakan dukungan koneksi gratis yang mendukung penggunaan alat atau aplikasi AI dalam pembelajaran *grammar* bahasa Inggris.
13. Saya nyaman menggunakan alat atau aplikasi AI untuk keperluan belajar *grammar* bahasa Inggris.
14. Saya siap menggunakan alat atau aplikasi AI secara rutin dalam pembelajaran *grammar* bahasa Inggris.

15. Saya siap menyesuaikan diri untuk mencoba alat atau aplikasi AI lainnya dalam pembelajaran *grammar* bahasa Inggris.



Appendix 3. Content Validity

Form Penilaian Uji Ahli Instrumen Academic Anxiety

No Item	Relevan	Tidak Relevan	Keterangan
1	V		Seluruh item telah dirancang secara tepat berdasarkan acuan teori.
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		
21	V		
22	V		
23	V		
24	V		
25	V		

26	V		
27	V		
28	V		
29	V		
30	V		
31	V		
32	V		
33	V		

Singaraja, 15 Januari 2025

Judge I,



I Putu Yoga Laksana, S.Pd.,
M.Pd.
NIP. 198809092019031013

Form Penilaian Uji Ahli Instrumen Academic Anxiety

No Item	Relevan	Tidak Relevan	Keterangan
1	V		Item-item sudah dikembangkan sesuai teori yang melandasi.
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		
21	V		
22	V		
23	V		
24	V		

25	V		
26	V		
27	V		
28	V		
29	V		
30	V		
31	V		
32	V		
33	V		

Singaraja, 15 Januari 2025

Judge II,



[Handwritten signature]

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Form Penilaian Uji Ahli Instrumen AI Utilization

No Item	Relevan	Tidak Relevan	Keterangan
1	V		Semua item sudah bagus dan sudah dikembangkan berdasarkan teori terkait.
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		

Singaraja, 15 Januari 2025

Judge I,



I Putu Yoga Laksana, S.Pd.,
M.Pd.
NIP. 198809092019031013

Form Penilaian Uji Ahli Instrumen AI Utilization

No Item	Relevan	Tidak Relevan	Keterangan
1	V		Butir-butir instrumen telah sesuai dan selaras dengan teori yang dijadikan acuan
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		

Singaraja, 15 Januari 2025

Judge II,



Luh Gede Eka Wahyuni, S.Pd.,
M.Pd.
NIP. 198812012015042003

**RESULTS OF THE CONTENT VALIDITY ANALYSIS OF
THE ACADEMIC ANXIETY INSTRUMENT**

	Items	Expert judgment		Cross-tabulation result
		Expert 1	Expert 2	
	I never feel confident in myself when speaking English in English Grammar class.	V	V	V
	I am not worried about making grammar mistakes in front of the lecturer or my friends in English Grammar class.	V	V	V
	I tremble when I know I will be called on to answer grammar questions in English Grammar class.	V	V	V
	I am afraid if I don't understand the grammar concepts explained by the lecturer in English in English Grammar class.	V	V	V
	I am not bothered at all to learn all the grammar concepts explained by the lecturer in the English Grammar class.	V	V	V
	While working on assignments in English Grammar, I often think about things that have nothing to do with the course material.	V	V	V
	I keep thinking that other students are better at English grammar than I am.	V	V	V
	I usually feel calm when doing English grammar assignments and tests.	V	V	V
	I start to panic when I have to speak or create example sentences with grammar	V	V	V

	rules without preparation in English Grammar class.			
	I am worried about the consequences of failing a test or assignment in English Grammar class.	V	V	V
	I am worried that I won't be able to do English grammar assignments well without the help of AI tools or applications (ChatGPT, Grammarly, etc.). This is why many students get so annoyed with the English Grammar class.	V	V	V
	I get so nervous in English Grammar class that I often forget the materials I have learned.	V	V	V
	I feel ashamed in front of the lecturer and my friends to volunteer answers in English Grammar class.	V	V	V
	I would not be nervous speaking in English, which requires proper grammar, like a native speaker.	V	V	V
	I get annoyed when I don't understand what my English Grammar lecturer is correcting.	V	V	V
	Even though I have prepared well, I still feel anxious in English Grammar class.	V	V	V
	I often feel like I don't want to go to English Grammar class because I feel burdened by assignments.	V	V	V
	I feel confident when talking about grammar concepts in English Grammar class.	V	V	V
	I am afraid the English Grammar lecturer is ready to correct every grammar mistake I make.	V	V	V

	I can feel my heart pounding when I am about to be called on to answer an English Grammar question.	V	V	V
	The more I learn English grammar concepts, the more confused I become.	V	V	V
	I don't feel pressured to prepare well every time I do assignments in English Grammar class.	V	V	V
	I always feel that my grammar is not quite right when speaking English in English Grammar class.	V	V	V
	I feel shaky when speaking English in English Grammar class.	V	V	V
	English Grammar class goes so fast that I'm worried I won't be able to keep up like my other friends.	V	V	V
	I feel more tense and nervous when taking a test in English Grammar class compared to other classes that are not in English.	V	V	V
	I feel nervous and confused when speaking English in English Grammar class.	V	V	V
	When I go to English Grammar class, I feel more confident and relaxed than my other friends.	V	V	V
	I feel scared and pressured when the English Grammar lecturer corrects a word or sentence I say.	V	V	V

	I feel overwhelmed by the many grammar rules that must be learned for speaking or writing in English.	V	V	V
	I am afraid that other students will laugh when I speak English in English Grammar class.	V	V	V
	I feel comfortable using AI to check the correctness of my answers in English Grammar assignments.	V	V	V
	I feel nervous when using AI to check the correctness of my answers in English Grammar assignments.	V	V	V

The content validity of the 33 items in the instrument, which measures academic anxiety, was assessed through expert judgement. Both experts agree on all items. Using the Gregory formula, the result is as follows:

$$V = \frac{D}{A + B + C + D}$$

$$\text{Result: } V = 1 + \frac{33}{0+0+0+33} = \frac{33}{33} = 1.00$$

Table of Contents and Interpretation Criteria

Range	Interpretation of Validity
0,80-1,00	Very High Validity
0,60-0,79	High Validity
0,40-0,59	Medium Validity
0,20-0,39	Low Validity
0,00-0,19	Very Low Validity

Based on the results of the data tabulation, a coefficient of 1.00 indicates very high content validity. This result confirms that the instrument

is highly accurate and appropriate for measuring academic anxiety in a foreign language context.

RESULTS OF THE CONTENT VALIDITY ANALYSIS OF THE AI UTILIZATION INSTRUMENT

	Items	Expert judgment		Cross-tabulation result
		Expert 1	Expert 2	
	Using AI tools or applications (ChatGPT, Grammarly, etc.) helps me understand English grammar concepts.	V	V	V
	AI tools or applications improve my accuracy in constructing English sentences.	V	V	V
	I feel that AI tools or applications make the process of learning English grammar easier.	V	V	V
	AI tools or applications help me complete English grammar assignments more quickly and accurately.	V	V	V
	I feel that my English grammar learning outcomes have improved since I started using AI tools or applications.	V	V	V
	I feel that AI applications are easy to use for checking English grammar.	V	V	V
	I don't experience difficulties when using AI tools or applications to learn English grammar.	V	V	V
	The interface and features of AI tools or applications are easy to understand and help me in learning English grammar.	V	V	V
	I can use AI tools or applications without needing help from others to learn English grammar.	V	V	V

	I can quickly learn how AI tools or applications work for studying English grammar.	V	V	V
	I have adequate internet access and devices to use AI tools or applications in my English grammar learning.	V	V	V
	My campus provides free internet connection that supports the use of AI tools or applications in English grammar learning.	V	V	V
	I am comfortable using AI tools or applications for learning English grammar.	V	V	V
	I am ready to use AI tools or applications routinely in my English grammar learning.	V	V	V
	I am ready to adapt and try other AI tools or applications for learning English grammar.	V	V	V

There are 15 items in the instrument of AI utilization to be judged by 2 experts. Both experts agree on all items. Here is the calculation using the Gregory Formula.

$$V = \frac{D}{A+B+C+D}$$

$$\text{Result: } V = 1 + \frac{15}{0+0+0+15} = \frac{15}{15} = 1.00$$

Table of Contents and Interpretation Criteria

Range	Interpretation of Validity
0,80-1,00	Very High Validity
0,60-0,79	High Validity
0,40-0,59	Medium Validity
0,20-0,39	Low Validity
0,00-0,19	Very Low Validity

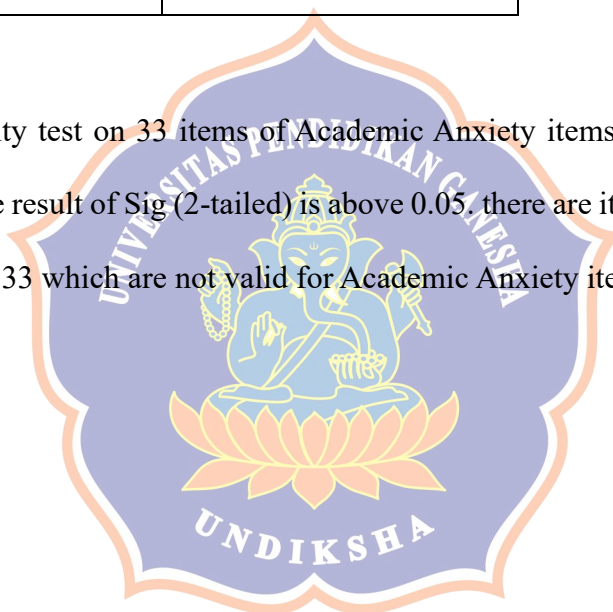
Based on the results of the data tabulation, the validity of the instrument's content was 1.0, meaning that the validity criteria were very high.

Validity and Reliability

Validity Result of Academic Anxiety (AX)

Valid	26	Rest of the Items outside Not Valid
Not Valid	7	4, 5, 10, 14, 15, 32, 33

Based on validity test on 33 items of Academic Anxiety items, items are not valid because the result of Sig (2-tailed) is above 0.05. there are items number 4, 5, 10, 14, 15, 32, 33 which are not valid for Academic Anxiety items.



Appendix 4. Empirical Validiy & Reliability

		Correlations																				Academic Achiev.
		AE01	AE02	AE03	AE04	AE05	AE06	AE07	AE08	AE09	AE10	AE11	AE12	AE13	AE14	AE15	AE16	AE17	AE18	AE19	AE20	
AE01	Pearson Correlation	1																				
	Sig. (2-tailed)	.217	.823	.316	.207	.146	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE02	Pearson Correlation	.717	1																			
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE03	Pearson Correlation	.698	.396	1																		
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE04	Pearson Correlation	.717	.698	.698	1																	
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE05	Pearson Correlation	.698	.396	.371	.204	1																
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE06	Pearson Correlation	.717	.698	.698	.698	.698	1															
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE07	Pearson Correlation	.698	.396	.371	.204	.154	.081	.221	1													
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE08	Pearson Correlation	.717	.698	.698	.698	.698	.698	.698	.698	1												
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE09	Pearson Correlation	.698	.396	.371	.204	.154	.081	.221	.124	.482	1											
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE10	Pearson Correlation	.717	.698	.698	.698	.698	.698	.698	.698	.698	.698	1										
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE11	Pearson Correlation	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	1									
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE12	Pearson Correlation	.717	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	1							
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE13	Pearson Correlation	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	1						
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE14	Pearson Correlation	.717	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	1					
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028
AE15	Pearson Correlation	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	1				
	Sig. (2-tailed)	.698	.396	.371	.204	.154	.081	.221	.124	.482	.462	.129	.384	.517	.358	.005	.215	.476	.307	.228	.538	.586
AE16	Pearson Correlation	.717	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	.698	1			
	Sig. (2-tailed)	.623	.316	.207	.146	.081	.039	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028	.028

Reliability Result of Academic Anxiety

Reliability Statistics

Cronbach's Alpha	N of Items
.934	33

Validity Result of AI Utilization (AI)

Valid	15
Not Valid	0

The validity test shows all 15 AI Utilization items are valid, as their Sig. (2-tailed) scores were consistently below 0.005, indicating high item-total correlation significance.



		Correlations															
		AI01	AI02	AI03	AI04	AI05	AI06	AI07	AI08	AI09	AI10	AI11	AI12	AI13	AI14	AI15	AI Utilization
AI01	Pearson Correlation	1	.576**	.609**	.497**	.518**	.455**	.444**	.375*	.252	.551**	.389*	.249	.441**	.352*	.649**	.708**
	Sig. (2-tailed)		<.001	<.001	.001	<.001	.003	.004	.017	.116	<.001	.013	.121	.004	.026	<.001	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI02	Pearson Correlation	.576**	1	.731**	.766**	.680**	.452**	.395*	.659**	.223	.535**	.445**	.217	.583**	.259	.321*	.741**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.003	.012	<.001	.167	<.001	.004	.179	<.001	.107	.044	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI03	Pearson Correlation	.609**	.731**	1	.714**	.538**	.592**	.404**	.552**	.287	.539**	.397*	.267	.450**	.257	.454**	.741**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	.010	<.001	.072	<.001	.011	.095	.004	.110	.003	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI04	Pearson Correlation	.497**	.766**	.714**	1	.689**	.521**	.431**	.661**	.326*	.615**	.510**	.088	.534**	.309	.465**	.773**
	Sig. (2-tailed)	.001	<.001	<.001		<.001	<.001	.005	<.001	.040	<.001	<.001	.588	<.001	.052	.003	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI05	Pearson Correlation	.518**	.680**	.538**	.689**	1	.505**	.556**	.717**	.265	.639**	.570**	.083	.499**	.149	.358*	.738**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	<.001	.098	<.001	<.001	.609	.001	.358	.023	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI06	Pearson Correlation	.455**	.452**	.592**	.521**	.505**	1	.642**	.623**	.423**	.592**	.496**	.328*	.449**	.321*	.621**	.776**
	Sig. (2-tailed)	.003	.003	<.001	<.001	<.001		<.001	<.001	.007	<.001	.001	.039	.004	.044	<.001	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI07	Pearson Correlation	.444**	.395*	.404**	.431**	.556**	.642**	1	.625**	.532**	.689**	.433**	.155	.377*	.229	.460**	.730**
	Sig. (2-tailed)	.004	.012	.010	.005	<.001	<.001		<.001	<.001	<.001	.005	.340	.016	.156	.003	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI08	Pearson Correlation	.375*	.659**	.552**	.661**	.717**	.623**	.625**	1	.396*	.746**	.628**	.191	.478**	.286	.486**	.807**
	Sig. (2-tailed)	.017	<.001	<.001	<.001	<.001	<.001	<.001		.012	<.001	<.001	.238	.002	.073	.001	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI09	Pearson Correlation	.252	.223	.287	.326*	.265	.423**	.532**	.396*	1	.581**	.472**	.115	.310	.522**	.327*	.622**
	Sig. (2-tailed)	.116	.167	.072	.040	.098	.007	<.001	.012		<.001	.002	.478	.052	<.001	.040	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI10	Pearson Correlation	.551**	.535**	.539**	.615**	.639**	.592**	.689**	.746**	.581**	1	.588**	.198	.439**	.385*	.615**	.850**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001		<.001	.221	.005	.014	<.001	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI11	Pearson Correlation	.389*	.445**	.397*	.510**	.570**	.496**	.433**	.628**	.472**	.588**	1	.095	.434**	.037	.445**	.664**
	Sig. (2-tailed)	.013	.004	.011	<.001	<.001	.001	.005	<.001	.002	<.001		.561	.005	.820	.004	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI12	Pearson Correlation	.249	.217	.267	.088	.083	.328*	.155	.191	.115	.198	.095	1	.188	-.095	.217	.333*
	Sig. (2-tailed)	.121	.179	.095	.588	.609	.039	.340	.238	.478	.221	.561		.246	.560	.179	.036
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI13	Pearson Correlation	.441**	.583**	.450**	.534**	.499**	.449**	.377*	.478**	.310	.439**	.434**	.188	1	.299	.395*	.652**
	Sig. (2-tailed)	.004	<.001	.004	<.001	.001	.004	.016	.002	.052	.005	.005	.246		.061	.012	<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI14	Pearson Correlation	.352*	.259	.257	.309	.149	.321*	.229	.286	.522**	.385*	.037	-.095	.299	1	.409**	.473**
	Sig. (2-tailed)	.026	.107	.110	.052	.358	.044	.156	.073	<.001	.014	.820	.560	.061		.009	.002
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI15	Pearson Correlation	.649**	.321*	.454**	.485**	.358*	.621**	.460**	.486**	.327*	.615**	.445**	.217	.395*	.409**	1	.696**
	Sig. (2-tailed)	<.001	.044	.003	.003	.023	<.001	.003	.001	.040	<.001	.004	.179	.012	.009		<.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
AI Utilization	Pearson Correlation	.708**	.741**	.741**	.773**	.738**	.776**	.730**	.807**	.622**	.850**	.664**	.333*	.652**	.473**	.696**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.036	<.001	.002	<.001	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

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

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.912	15

Appendix 5. Tabulated Questionnaire Data

Responden	Jenis kelamin	AX1	AX2	AX3	AX6	AX7	AX8	AX9	AX11	AX12	AX13	AX14	AX15	AX16	AX17	AX18	AX19	AX20	AX21	AX22	AX23	AX24	AX25	AX26	AX27	AX28	AX29	AX30	AX31	Total	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26	A27	A28	A29	A30	A31	A32	A33	A34	A35	A36	A37	A38	A39	A40	A41	A42	A43	A44	A45	A46	A47	A48	A49	A50	A51	A52	A53	A54	A55	A56	A57	A58	A59	A60	A61	A62	A63	A64	A65	A66	A67	A68	A69	A70	A71	A72	A73	A74	A75	A76	A77	A78	A79	A80	A81	A82	A83	A84	A85	A86	A87	A88	A89	A90	A91	A92	A93	A94	A95	A96	A97	A98	A99	A100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
1	R1	1	2	2	3	2	2	2	3	3	3	3	3	3	3	3	3	2	2	3	2	2	2	2	2	3	2	2	1	53	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

[illegible]

Responde n	Jenis kelamin	AX1	AX2	AX3	AX6	AX7	AX8	AX9	AX11	AX12	AX13	AX16	AX17	AX18	AX19	AX20	AX21	AX22	AX23	AX24	AX25	AX26	AX27	AX28	AX29	AX30	AX31	Total	AI1	AI2	AI3	AI4	AI5	AI6	AI7	AI8	AI9	AI10	AI11	AI12	AI13	AI14	AI5	Total													
1																																																									
34	P80	2	2	1	3	2	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2	71	3	2	2	3	2	3	3	2	2	3	2	2	2	3	3	3	37											
35	P91	2	2	2	3	2	3	2	2	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	1	2	3	64	3	3	3	3	3	4	4	2	3	3	3	3	3	3	3	3	3	47										
36	P83	2	3	2	4	2	3	4	2	3	3	3	3	3	2	4	3	2	3	3	3	3	3	3	3	2	3	4	72	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	43									
37	P94	2	1	1	3	2	2	3	2	2	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	2	2	63	3	3	4	3	3	4	4	3	4	3	4	3	4	3	3	3	3	3	51										
38	P95	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	56	3	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	3	35									
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69	P26	2	1	3	2	3	3	2	3	2	2	2	2	2	2	2	3	2	1	2	2	2	2	2	2	2	2	2	57	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	44
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[illegible]

Appendix 6. Descriptive Analysis

6.1 Descriptive Statistical Analysis of Academic Anxiety

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
TOTAL_AX	123	46.00	36.00	82.00	64.9106	9.21333	84.885
Valid N (listwise)	123						

6.2 Descriptive Statistical Analysis of AI Utilization

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
TOTAL_AI	123	25.00	33.00	58.00	44.2602	4.15842	17.292
Valid N (listwise)	123						

6.3 Descriptive Statistical Analysis of Academic Anxiety by Gender

Table 8. Descriptive statistical analysis of Academic Anxiety by Gender

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
TOTAL_AX_MALE	33	24.00	36.00	60.00	53.1818	6.64950	44.216
TOTAL_AX_FEMALE	90	21.00	61.00	82.00	69.2111	5.54551	30.753

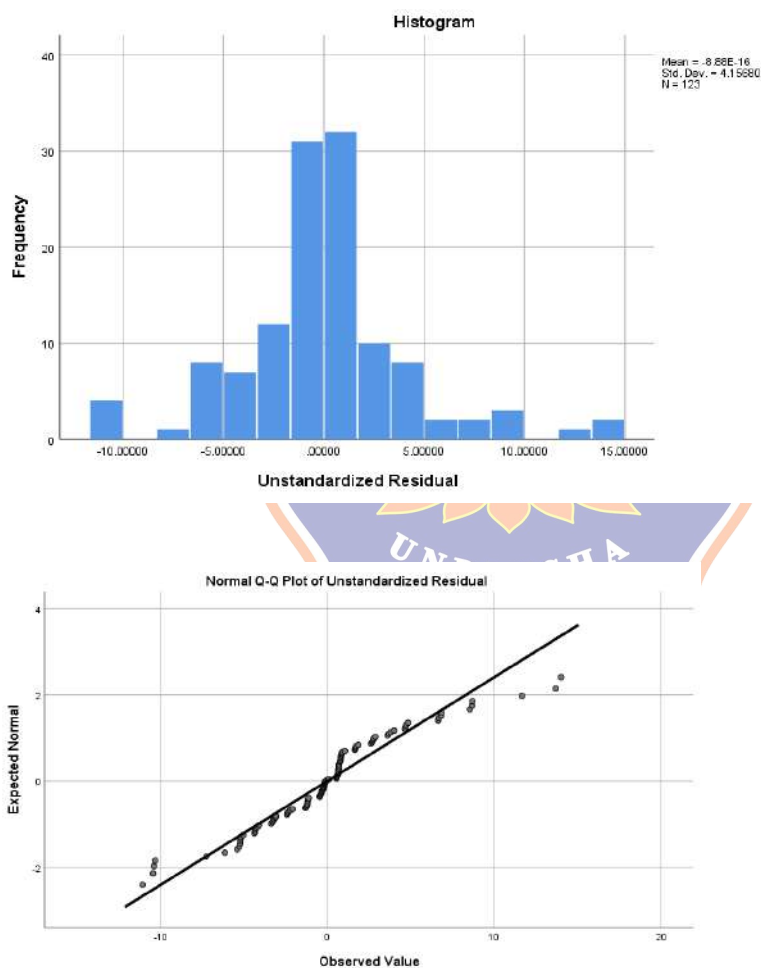
6.4 Descriptive Statistical Analysis of AI Utilization by Gender

Table 9. Descriptive statistical analysis of AI Utilization by Gender

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
TOTAL_AI_MALE	33	25.00	33.00	58.00	44.3030	6.27736	39.405
TOTAL_AI_FEMALE	90	19.00	34.00	53.00	44.2444	3.08789	9.535

Appendix 7. Prerequisite Test

6.1 Normality Test



6.2 Linearity Test

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
AI Utilization * Gender	Between Groups	(Combined)	.083	1	.083	.005	.945
	Within Groups		2109.592	121	17.435		
	Total		2109.675	122			

a. With fewer than three groups, linearity measures for AI Utilization * Gender cannot be computed.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
AI Utilization * Academic Anxiety	Between Groups	(Combined)	776.994	36	21.583	1.393	.108
		Linearity	1.165	1	1.165	.075	.785
		Deviation from Linearity	775.828	35	22.167	1.430	.092
	Within Groups		1332.681	86	15.496		
	Total		2109.675	122			

6.3 Multicollinearity Test

Variable	Tolerance	VIF
GENDER	.887	1.127
ACADEMIC ANXIETY (AX)	.887	1.127

6.4 Heteroscedasticity Test

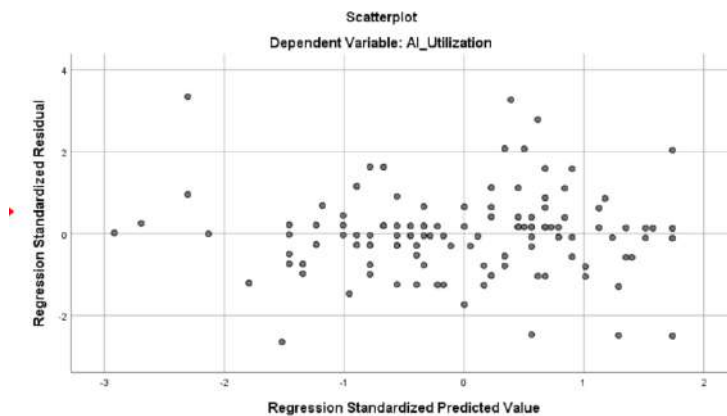


Table 10. Glejser Test

Variabel	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.873	1.860		3.157	.002
Gender	-2.289	.620	-.334	-3.691	.000
Academic Anxiety (AX)	-.021	.030	-.065	-.714	.477

a. Dependent Variable: Abs_Res

Appendix 8. Regression Analysis Results (SPSS 26 Output)

Coefficient ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	43.524	2.716		16.027	.000					
	Gender (X1)	-.149	.906	-.016	-.165	.869	-.006	-.015	-.015	.887	1.127
	Academic Anxiety (X2)	.013	.044	.029	.298	.766	.024	.027	.027	.887	1.127
a. Dependent Variable: AI Utilization (Y)											

a. Dependent Variable: AI Utilization (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.643	2	.821	.047	.954 ^b
	Residual	2108.032	120	17.567		
	Total	2109.675	122			

a. Dependent Variable: AI Utilization

b. Predictors: (Constant), Gender, Academic Anxiety

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.028 ^a	.001	-.016	4.19129	.001	.047	2	120	.954	1.253

a. Predictors: (Constant), Gender, Academic Anxiety (AX)

b. Dependent Variable: AI Utilization (AI)

