**LEMBAR OBSERVASI AWAL PENGAMATAN MINAT BELAJAR SISWA PADA PEMBELAJARAN MATEMATIKA**

Saya yang bernama dibawah ini: Nama Peneliti : Fivy Ridha Hairani

NPM : 171434161

Program Studi : Pendidikan Guru Sekolah Dasar

Fakultas : Keguruan dan Ilmu Pendidikan

Universitas : Universitas Muslim Nusantara Al-Washliyah

Isilah pernyataan berikut dengan baik dan benar sesuai dengan kondisi sebenarnya. Berilah tanda (✓) pada salah satu jawaban yang menurut anda benar.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Pernyataan** | | | **Jawaban** | |
| **Setuju** | **Tidak Setuju** |
| 1 | Siswa sudah memahami | pe | lajaran |  |  |
| matematika dengan baik |  |  |  |  |
| 2 | Siswa memiliki minat yang tinggi untuk belajar matematika | | |  |  |
| 3 | Siswa sangat memperhatikan guru saat menerangkan | | |  |  |
| 4 | Siswa tidak mengacuh | an | guru |  |  |
| meskipun saat ini proses | | belajar |  |  |
| mengajar masih dilakukan | | secara |  |  |
| daring |  |  |  |  |
| 5 | Materi dapat disampai | an | dan |  |  |
| diterima siswa dengan baik |  |  |  |  |

**LEMBAR OBSERVASI PENGAMATAN MINAT BELAJAR SISWA PADA PEMBELAJARAN MATEMATIKA**

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Memohon bantuan kepada Bapak/Ibu untuk dapat mengisi lembar observasi ini sesuai dengan apa yang diamati dari proses belajar mengajar Matematika dikelas II SD-IT Bustanul Ulum.

Isilah pernyataan berikut dengan baik dan benar sesuai dengan kondisi sebenarnya. Berilah tanda (✓) pada salah satu jawaban yang menurut anda benar.

|  |  |  |
| --- | --- | --- |
| No | : |  |
| Nama Siswa yang Diamati | : |
| Jenis Kelamin | : (1) Laki-laki | (2) Perempuan |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
| 1 | Perasaan | Siswa |  |  |  |  |  |  |
| Senang | memiliki |  |  |  |  |  |  |
|  | perasaan |  |  |  |  |  |  |
|  | senang | saat |  |  |  |  |  |
|  | mengikuti |  |  |  |  |  |  |
| pelajaran  Siswa selalu | | |  |  |  |  |  |
|  |  |  |  |  |
| bersemangat | | |  |  |  |  |  |
| saat mengikuti | | |  |  |  |  |  |
| pelajaran | | |  |  |  |  |  |
| 2 | Adanya | Siswa mau | |  |  |  |  |  |
| Rasa mendengarkan | | |  |  |  |  |  |
| Ketertarikan penjelasan | | |  |  |  |  |  |
| guru dengan | | |  |  |  |  |  |
| baik | | |  |  |  |  |  |
| Siswa | | |  |  |  |  |  |
| memiliki | | |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
|  | keseriusan saat | |  |  |  |  |  |
|  | mengikuti | |  |  |  |  |  |
|  | pelajaran | |  |  |  |  |  |
| 3 | Keterlibatan | Siswa mau |  |  |  |  |  |
| Dalam | berdiskusi |  |  |  |  |  |
| Belajar | dengan teman |  |  |  |  |  |
|  | tentang materi |  |  |  |  |  |
| yang dipelajari  Siswa bersedia | |  |  |  |  |  |
|  |  |  |  |  |
| melakukan | |  |  |  |  |  |
| tanya jawab | |  |  |  |  |  |
| dengan guru | |  |  |  |  |  |
| selama | |  |  |  |  |  |
| mengikuti | |  |  |  |  |  |
| pelajaran | |  |  |  |  |  |
| 4 | Rajin | Siswa selalu |  |  |  |  |  |
| Belajar dan | mengerjakan |  |  |  |  |  |
| Mengerjaka | tugas yang |  |  |  |  |  |
| n Tugas | diberikan |  |  |  |  |  |
|  | dengan tepat |  |  |  |  |  |
| waktu  Siswa mampu | |  |  |  |  |  |
|  |  |  |  |  |
| menjawab | |  |  |  |  |  |
| setiap | |  |  |  |  |  |
| pertanyaan | |  |  |  |  |  |
| guru mengenai | |  |  |  |  |  |
| materi yang | |  |  |  |  |  |
| disampaikan | |  |  |  |  |  |
| 5 | Tekun dan | Siswa tidak |  |  |  |  |  |
| Disiplin | pernah |  |  |  |  |  |
| Dalam | mencontek |  |  |  |  |  |
| Belajar | dalam |  |  |  |  |  |
|  | menyelesaikan |  |  |  |  |  |
| tugas  Siswa selalu | |  |  |  |  |  |
|  |  |  |  |  |
| tertib selama | |  |  |  |  |  |
| proses belajar | |  |  |  |  |  |
| mengajar | |  |  |  |  |  |
| 6 | Memiliki | Siswa mampu |  |  |  |  |  |
| Jadwal | menyusun |  |  |  |  |  |
| Belajar | jadwal |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
|  | pelajaran | |  |  |  |  |  |
|  | sekolah | |  |  |  |  |  |
|  | dengan baik | |  |  |  |  |  |
|  | Siswa bersedia | |  |  |  |  |  |
|  | menyusun | |  |  |  |  |  |
|  | jadwal belajar | |  |  |  |  |  |
|  | dirumah untuk | |  |  |  |  |  |
|  | tetap aktif | |  |  |  |  |  |
|  | belajar | |  |  |  |  |  |
|  | meskipun | |  |  |  |  |  |
|  | tidak sedang | |  |  |  |  |  |
|  | bersekolah | |  |  |  |  |  |

**Keterangan Skala Pengukuran**

|  |  |  |
| --- | --- | --- |
| **No** | **Skala** | **Skor** |
| 1 | Sangat Setuju (SS) | 5 |
| 2 | Setuju (S) | 4 |
| 3 | Kurang Setuju (KS) | 3 |
| 4 | Tidak Setuju (TS) | 2 |
| 5 | Sangat Tidak Setuju (STS) | 1 |

Observer

Aslina S.Pd

**LEMBAR OBSERVASI PENGAMATAN MINAT BELAJAR SISWA PADA PEMBELAJARAN MATEMATIKA**

Saya yang bernama dibawah ini: Nama Peneliti : Fivy Ridha Hairani

NPM : 171434161

Program Studi : Pendidikan Guru Sekolah Dasar

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Isilah pernyataan berikut dengan baik dan benar sesuai dengan kondisi sebenarnya. Berilah tanda (✓) pada salah satu jawaban yang menurut anda benar.

|  |  |  |
| --- | --- | --- |
| No | : |  |
| Nama Siswa yang Diamati | : |
| Jenis Kelamin | : (1) Laki-laki | (2) Perempuan |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
| 1 | Perasaan | Siswa |  |  |  |  |  |  |
| Senang | memiliki |  |  |  |  |  |  |
|  | perasaan |  |  |  |  |  |  |
|  | senang | saat |  |  |  |  |  |
|  | mengikuti |  |  |  |  |  |  |
| pelajaran  Siswa selalu | | |  |  |  |  |  |
|  |  |  |  |  |
| bersemangat | | |  |  |  |  |  |
| saat mengikuti | | |  |  |  |  |  |
| pelajaran | | |  |  |  |  |  |
| 2 | Adanya | Siswa mau | |  |  |  |  |  |
| Rasa mendengarkan | | |  |  |  |  |  |
| Ketertarikan penjelasan | | |  |  |  |  |  |
| guru dengan | | |  |  |  |  |  |
| baik | | |  |  |  |  |  |
| Siswa | | |  |  |  |  |  |
| memiliki | | |  |  |  |  |  |
| keseriusan saat | | |  |  |  |  |  |
| mengikuti | | |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
|  | pelajaran | |  |  |  |  |  |
| 3 | Keterlibatan | Siswa mau |  |  |  |  |  |
| Dalam | berdiskusi |  |  |  |  |  |
| Belajar | dengan teman |  |  |  |  |  |
|  | tentang materi |  |  |  |  |  |
| yang dipelajari  Siswa bersedia | |  |  |  |  |  |
|  |  |  |  |  |
| melakukan | |  |  |  |  |  |
| tanya jawab | |  |  |  |  |  |
| dengan guru | |  |  |  |  |  |
| selama | |  |  |  |  |  |
| mengikuti | |  |  |  |  |  |
| pelajaran | |  |  |  |  |  |
| 4 | Rajin | Siswa selalu |  |  |  |  |  |
| Belajar dan | mengerjakan |  |  |  |  |  |
| Mengerjaka | tugas yang |  |  |  |  |  |
| n Tugas | diberikan |  |  |  |  |  |
|  | dengan tepat |  |  |  |  |  |
| waktu  Siswa mampu | |  |  |  |  |  |
|  |  |  |  |  |
| menjawab | |  |  |  |  |  |
| setiap | |  |  |  |  |  |
| pertanyaan | |  |  |  |  |  |
| guru mengenai | |  |  |  |  |  |
| materi yang | |  |  |  |  |  |
| disampaikan | |  |  |  |  |  |
| 5 | Tekun dan | Siswa tidak |  |  |  |  |  |
| Disiplin | pernah |  |  |  |  |  |
| Dalam | mencontek |  |  |  |  |  |
| Belajar | dalam |  |  |  |  |  |
|  | menyelesaikan |  |  |  |  |  |
| tugas  Siswa selalu | |  |  |  |  |  |
|  |  |  |  |  |
| tertib selama | |  |  |  |  |  |
| proses belajar | |  |  |  |  |  |
| mengajar | |  |  |  |  |  |
| 6 | Memiliki | Siswa mampu |  |  |  |  |  |
| Jadwal | menyusun |  |  |  |  |  |
| Belajar | jadwal |  |  |  |  |  |
|  | pelajaran |  |  |  |  |  |
|  | sekolah |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Indikator** | **Deskriptor** | **Skala Pengukuran** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **(STS)** | **(TS)** | **(KS)** | **(S)** | **(SS)** |
|  | dengan baik | |  |  |  |  |  |
|  | Siswa bersedia | |  |  |  |  |  |
|  | menyusun | |  |  |  |  |  |
|  | jadwal belajar | |  |  |  |  |  |
|  | dirumah untuk | |  |  |  |  |  |
|  | tetap aktif | |  |  |  |  |  |
|  | belajar | |  |  |  |  |  |
|  | meskipun | |  |  |  |  |  |
|  | tidak sedang | |  |  |  |  |  |
|  | bersekolah | |  |  |  |  |  |

**Keterangan Skala Pengukuran**

|  |  |  |
| --- | --- | --- |
| **No** | **Skala** | **Skor** |
| 1 | Sangat Setuju (SS) | 5 |
| 2 | Setuju (S) | 4 |
| 3 | Kurang Setuju (KS) | 3 |
| 4 | Tidak Setuju (TS) | 2 |
| 5 | Sangat Tidak Setuju (STS) | 1 |

Observer

Ranny Purwanti S.Pd

Lampiran 3.

Hasil Jawaban Lembar Observasi Awal

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Pernyataan | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 2 | 2 | 2 | 2 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 2 | 2 | 2 | 2 | 2 |
| 4 | 2 | 2 | 2 | 2 | 2 |
| 5 | 2 | 2 | 2 | 2 | 2 |
| 6 | 2 | 2 | 2 | 2 | 2 |
| 7 | 1 | 2 | 2 | 2 | 2 |
| 8 | 2 | 2 | 2 | 2 | 2 |
| 9 | 2 | 2 | 2 | 2 | 2 |
| 10 | 2 | 2 | 2 | 2 | 2 |
| 11 | 2 | 2 | 2 | 2 | 2 |
| 12 | 2 | 2 | 2 | 1 | 1 |
| 13 | 2 | 2 | 1 | 1 | 1 |
| 14 | 2 | 2 | 2 | 2 | 2 |
| 15 | 2 | 2 | 2 | 2 | 2 |
| 16 | 2 | 2 | 2 | 2 | 2 |
| 17 | 2 | 2 | 2 | 2 | 2 |
| 18 | 1 | 1 | 2 | 2 | 2 |
| 19 | 2 | 2 | 2 | 2 | 2 |
| 20 | 2 | 2 | 2 | 2 | 2 |
| 21 | 1 | 1 | 1 | 1 | 2 |
| 22 | 2 | 2 | 2 | 2 | 2 |
| 23 | 2 | 2 | 2 | 2 | 2 |
| 24 | 2 | 2 | 2 | 2 | 2 |
| 25 | 2 | 2 | 2 | 1 | 1 |
| 26 | 2 | 2 | 2 | 2 | 2 |
| 27 | 1 | 1 | 2 | 2 | 2 |
| 28 | 2 | 2 | 2 | 2 | 2 |
| 29 | 2 | 2 | 2 | 2 | 2 |
| 30 | 2 | 1 | 1 | 2 | 2 |
| 31 | 2 | 2 | 2 | 1 | 2 |
| 32 | 2 | 2 | 2 | 1 | 2 |
| 33 | 2 | 2 | 2 | 1 | 2 |
| 34 | 1 | 1 | 1 | 2 | 2 |
| 35 | 2 | 2 | 2 | 2 | 2 |
| 36 | 2 | 2 | 2 | 2 | 2 |
| 37 | 2 | 2 | 2 | 2 | 2 |
| 38 | 2 | 2 | 2 | 2 | 2 |

|  |  |  |
| --- | --- | --- |
| **Notes** | | |
| Output Created | | 04-JUL-2021 23:08:42 |
| Comments | |  |
| Input | Data | E:\Mega\Berkas\UMN FKIP\Fivy Ridha Hairani\SPSS Observasi. sav |
| Active Dataset | DataSet0 |
| Filter | <none> |
| Weight | <none> |
| Split File | <none> |
| N of Rows in Working Data  File | 38 |
| Missing Value Handling | Definition of Missing | User-defined missing values are treated as missing. |
| Cases Used | Statistics are based on all cases with valid data. |
| Syntax | | FREQUENCIES VARIABLES=VAR00001  VAR00002 VAR00003  VAR00004 VAR00005  /ORDER=ANALYSIS. |
| Resources | Processor Time | 00:00:00,00 |
| Elapsed Time | 00:00:00,02 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Statistics** | | | | | | |
|  | | |  |  | Siswa tidak |  |
|  | | |  |  | mengacuhkan |  |
|  | | |  |  | guru meskipun |  |
| Siswa sudah | | | Siswa memiliki |  | saat ini proses | Materi dapat |
| memahami | | | minat yang | Siswa sangat | belajar | disampaikan |
| pelajaran | | | tinggi untuk | memperhatikan | mengajar masih | dan diterima |
| matematika | | | belajar | guru saat | dilakukan | siswa dengan |
| dengan baik | | | matematika | menerangkan | secara daring | baik |
| N | Valid | 38 | 38 | 38 | 38 | 38 |
| Missing | 0 | 0 | 0 | 0 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Siswa sudah memahami pelajaran matematika dengan baik** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Setuju | 5 | 13.2 | 13.2 | 13.2 |
| Tidak Setuju | 33 | 86.8 | 86.8 | 100.0 |
| Total | 38 | 100.0 | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Siswa memiliki minat yang tinggi untuk belajar matematika** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Setuju | 5 | 13.2 | 13.2 | 13.2 |
| Tidak Setuju | 33 | 86.8 | 86.8 | 100.0 |
| Total | 38 | 100.0 | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Siswa sangat memperhatikan guru saat menerangkan** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Setuju | 4 | 10.5 | 10.5 | 10.5 |
| Tidak Setuju | 34 | 89.5 | 89.5 | 100.0 |
| Total | 38 | 100.0 | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Siswa tidak mengacuhkan guru meskipun saat ini proses belajar mengajar masih dilakukan secara daring** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Setuju | 7 | 18.4 | 18.4 | 18.4 |
| Tidak Setuju | 31 | 81.6 | 81.6 | 100.0 |
| Total | 38 | 100.0 | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Materi dapat disampaikan dan diterima siswa dengan baik** | | | | | |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Setuju | 3 | 7.9 | 7.9 | 7.9 |
| Tidak Setuju | 35 | 92.1 | 92.1 | 100.0 |
| Total | 38 | 100.0 | 100.0 |  |

Frequencies

Statistics

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| JenisKelamin | | | P1 | P2 | P3 | P4 | P5 | P6 |
| N | Valid | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Statistics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | P7 | P8 | P9 | P10 | P11 | P12 |
| N | Valid | 21 | 21 | 21 | 21 | 21 | 21 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 |

Frequency Table

JenisKelamin

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Laki-Laki | 13 | 61,9 | 61,9 | 61,9 |
| Perempuan | 8 | 38,1 | 38,1 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 9 | 42,9 | 42,9 | 42,9 |
| TS | 5 | 23,8 | 23,8 | 66,7 |
| KS | 6 | 28,6 | 28,6 | 95,2 |
| S | 1 | 4,8 | 4,8 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 4 | 19,0 | 19,0 | 19,0 |
| TS | 8 | 38,1 | 38,1 | 57,1 |
| KS | 7 | 33,3 | 33,3 | 90,5 |
| S | 2 | 9,5 | 9,5 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 3 | 14,3 | 14,3 | 14,3 |
| TS | 6 | 28,6 | 28,6 | 42,9 |
| KS | 9 | 42,9 | 42,9 | 85,7 |
| S | 3 | 14,3 | 14,3 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 4 | 19,0 | 19,0 | 19,0 |
| TS | 9 | 42,9 | 42,9 | 61,9 |
| KS | 7 | 33,3 | 33,3 | 95,2 |
| S | 1 | 4,8 | 4,8 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 3 | 14,3 | 14,3 | 14,3 |
| TS | 7 | 33,3 | 33,3 | 47,6 |
| KS | 6 | 28,6 | 28,6 | 76,2 |
| S | 5 | 23,8 | 23,8 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 2 | 9,5 | 9,5 | 9,5 |
| TS | 5 | 23,8 | 23,8 | 33,3 |
| KS | 9 | 42,9 | 42,9 | 76,2 |
| S | 5 | 23,8 | 23,8 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 4 | 19,0 | 19,0 | 19,0 |
| TS | 4 | 19,0 | 19,0 | 38,1 |
| KS | 11 | 52,4 | 52,4 | 90,5 |
| S | 2 | 9,5 | 9,5 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 3 | 14,3 | 14,3 | 14,3 |
| TS | 8 | 38,1 | 38,1 | 52,4 |
| KS | 8 | 38,1 | 38,1 | 90,5 |
| S | 2 | 9,5 | 9,5 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 9 | 42,9 | 42,9 | 42,9 |
| TS | 4 | 19,0 | 19,0 | 61,9 |
| KS | 6 | 28,6 | 28,6 | 90,5 |
| S | 2 | 9,5 | 9,5 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 3 | 14,3 | 14,3 | 14,3 |
| TS | 9 | 42,9 | 42,9 | 57,1 |
| KS | 5 | 23,8 | 23,8 | 81,0 |
| S | 4 | 19,0 | 19,0 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 2 | 9,5 | 9,5 | 9,5 |
| TS | 8 | 38,1 | 38,1 | 47,6 |
| KS | 7 | 33,3 | 33,3 | 81,0 |
| S | 4 | 19,0 | 19,0 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

P12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | STS | 3 | 14,3 | 14,3 | 14,3 |
| TS | 7 | 33,3 | 33,3 | 47,6 |
| KS | 8 | 38,1 | 38,1 | 85,7 |
| S | 3 | 14,3 | 14,3 | 100,0 |
| Total | 21 | 100,0 | 100,0 |  |

Frequencies

Statistics

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| JenisKelamin | | | P1 | P2 | P3 | P4 | P5 | P6 |
| N | Valid | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Statistics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | P7 | P8 | P9 | P10 | P11 | P12 |
| N | Valid | 17 | 17 | 17 | 17 | 17 | 17 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 |

Frequency Table

JenisKelamin

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | Laki-Laki | 9 | 52,9 | 52,9 | 52,9 |
| Perempuan | 8 | 47,1 | 47,1 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 10 | 58,8 | 58,8 | 58,8 |
| SS | 7 | 41,2 | 41,2 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 10 | 58,8 | 58,8 | 58,8 |
| SS | 7 | 41,2 | 41,2 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 9 | 52,9 | 52,9 | 52,9 |
| SS | 8 | 47,1 | 47,1 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 9 | 52,9 | 52,9 | 52,9 |
| SS | 8 | 47,1 | 47,1 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 11 | 64,7 | 64,7 | 64,7 |
| SS | 6 | 35,3 | 35,3 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 9 | 52,9 | 52,9 | 52,9 |
| SS | 8 | 47,1 | 47,1 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 9 | 52,9 | 52,9 | 52,9 |
| SS | 8 | 47,1 | 47,1 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 5 | 29,4 | 29,4 | 29,4 |
| SS | 12 | 70,6 | 70,6 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 12 | 70,6 | 70,6 | 70,6 |
| SS | 5 | 29,4 | 29,4 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 6 | 35,3 | 35,3 | 35,3 |
| SS | 11 | 64,7 | 64,7 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P11

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 10 | 58,8 | 58,8 | 58,8 |
| SS | 7 | 41,2 | 41,2 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

P12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Frequency | | | Percent | Valid Percent | Cumulative  Percent |
| Valid | S | 3 | 17,6 | 17,6 | 17,6 |
| SS | 14 | 82,4 | 82,4 | 100,0 |
| Total | 17 | 100,0 | 100,0 |  |

Correlations

Correlations

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | P1 | P2 | P3 | P4 | P5 | P6 |
| P1 | Pearson Correlation | 1 | ,309 | ,443\* | ,432\* | ,700\*\* | ,511\*\* |
|  | Sig. (2-tailed) |  | ,097 | ,014 | ,017 | ,000 | ,004 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P2 | Pearson Correlation | ,309 | 1 | ,489\*\* | ,453\* | ,447\* | ,443\* |
|  | Sig. (2-tailed) | ,097 |  | ,006 | ,012 | ,013 | ,014 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P3 | Pearson Correlation | ,443\* | ,489\*\* | 1 | ,294 | ,485\*\* | ,451\* |
|  | Sig. (2-tailed) | ,014 | ,006 |  | ,115 | ,007 | ,012 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P4 | Pearson Correlation | ,432\* | ,453\* | ,294 | 1 | ,613\*\* | ,368\* |
|  | Sig. (2-tailed) | ,017 | ,012 | ,115 |  | ,000 | ,045 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P5 | Pearson Correlation | ,700\*\* | ,447\* | ,485\*\* | ,613\*\* | 1 | ,470\*\* |
|  | Sig. (2-tailed) | ,000 | ,013 | ,007 | ,000 |  | ,009 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P6 | Pearson Correlation | ,511\*\* | ,443\* | ,451\* | ,368\* | ,470\*\* | 1 |
|  | Sig. (2-tailed) | ,004 | ,014 | ,012 | ,045 | ,009 |  |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P7 | Pearson Correlation | ,663\*\* | ,375\* | ,611\*\* | ,263 | ,437\* | ,494\*\* |
|  | Sig. (2-tailed) | ,000 | ,041 | ,000 | ,160 | ,016 | ,006 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P8 | Pearson Correlation | ,688\*\* | ,667\*\* | ,533\*\* | ,520\*\* | ,715\*\* | ,587\*\* |
|  | Sig. (2-tailed) | ,000 | ,000 | ,002 | ,003 | ,000 | ,001 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P9 | Pearson Correlation | ,293 | ,506\*\* | ,841\*\* | ,455\* | ,367\* | ,293 |
|  | Sig. (2-tailed) | ,116 | ,004 | ,000 | ,012 | ,046 | ,116 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P10 | Pearson Correlation | ,319 | ,411\* | ,301 | ,794\*\* | ,346 | ,271 |
|  | Sig. (2-tailed) | ,085 | ,024 | ,106 | ,000 | ,061 | ,147 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P11 | Pearson Correlation | ,566\*\* | ,403\* | ,489\*\* | ,523\*\* | ,783\*\* | ,391\* |
|  | Sig. (2-tailed) | ,001 | ,027 | ,006 | ,003 | ,000 | ,033 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | P7 | P8 | P9 | P10 | P11 | P12 |
| P1 | Pearson Correlation | ,663\*\* | ,688\*\* | ,293 | ,319 | ,566\*\* | ,307 |
|  | Sig. (2-tailed) | ,000 | ,000 | ,116 | ,085 | ,001 | ,099 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P2 | Pearson Correlation | ,375\* | ,667\*\* | ,506\*\* | ,411\* | ,403\* | ,464\*\* |
|  | Sig. (2-tailed) | ,041 | ,000 | ,004 | ,024 | ,027 | ,010 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P3 | Pearson Correlation | ,611\*\* | ,533\*\* | ,841\*\* | ,301 | ,489\*\* | ,453\* |
|  | Sig. (2-tailed) | ,000 | ,002 | ,000 | ,106 | ,006 | ,012 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P4 | Pearson Correlation | ,263 | ,520\*\* | ,455\* | ,794\*\* | ,523\*\* | ,418\* |
|  | Sig. (2-tailed) | ,160 | ,003 | ,012 | ,000 | ,003 | ,021 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P5 | Pearson Correlation | ,437\* | ,715\*\* | ,367\* | ,346 | ,783\*\* | ,384\* |
|  | Sig. (2-tailed) | ,016 | ,000 | ,046 | ,061 | ,000 | ,036 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P6 | Pearson Correlation | ,494\*\* | ,587\*\* | ,293 | ,271 | ,391\* | ,770\*\* |
|  | Sig. (2-tailed) | ,006 | ,001 | ,116 | ,147 | ,033 | ,000 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P7 | Pearson Correlation | 1 | ,503\*\* | ,388\* | ,146 | ,354 | ,405\* |
|  | Sig. (2-tailed) |  | ,005 | ,034 | ,443 | ,055 | ,026 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P8 | Pearson Correlation | ,503\*\* | 1 | ,428\* | ,377\* | ,500\*\* | ,435\* |
|  | Sig. (2-tailed) | ,005 |  | ,018 | ,040 | ,005 | ,016 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P9 | Pearson Correlation | ,388\* | ,428\* | 1 | ,470\*\* | ,427\* | ,424\* |
|  | Sig. (2-tailed) | ,034 | ,018 |  | ,009 | ,019 | ,020 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P10 | Pearson Correlation | ,146 | ,377\* | ,470\*\* | 1 | ,466\*\* | ,324 |
|  | Sig. (2-tailed) | ,443 | ,040 | ,009 |  | ,010 | ,081 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |
| P11 | Pearson Correlation | ,354 | ,500\*\* | ,427\* | ,466\*\* | 1 | ,548\*\* |
|  | Sig. (2-tailed) | ,055 | ,005 | ,019 | ,010 |  | ,002 |
|  | N | 30 | 30 | 30 | 30 | 30 | 30 |

|  |  |  |
| --- | --- | --- |
|  | | rhitung |
| P1 | Pearson Correlation | ,701\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P2 | Pearson Correlation | ,671\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P3 | Pearson Correlation | ,687\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P4 | Pearson Correlation | ,703\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P5 | Pearson Correlation | ,707\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P6 | Pearson Correlation | ,600\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P7 | Pearson Correlation | ,649\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P8 | Pearson Correlation | ,806\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P9 | Pearson Correlation | ,631\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |
| P10 | Pearson Correlation | ,563\*\* |
|  | Sig. (2-tailed) | ,001 |
|  | N | 30 |
| P11 | Pearson Correlation | ,690\*\* |
|  | Sig. (2-tailed) | ,000 |
|  | N | 30 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| P1 | | | P2 | P3 | P4 | P5 | P6 |
| P12 | Pearson Correlation | ,307 | ,464\*\* | ,453\* | ,418\* | ,384\* | ,770\*\* |
| Sig. (2-tailed) | ,099 | ,010 | ,012 | ,021 | ,036 | ,000 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| rhitung | Pearson Correlation | ,701\*\* | ,671\*\* | ,687\*\* | ,703\*\* | ,707\*\* | ,600\*\* |
| Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | ,000 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |

Correlations

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | P7 | P8 | P9 | P10 | P11 | P12 |
| P12 | Pearson Correlation | ,405\* | ,435\* | ,424\* | ,324 | ,548\*\* | 1 |
| Sig. (2-tailed) | ,026 | ,016 | ,020 | ,081 | ,002 |  |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| rhitung | Pearson Correlation | ,649\*\* | ,806\*\* | ,631\*\* | ,563\*\* | ,690\*\* | ,677\*\* |
| Sig. (2-tailed) | ,000 | ,000 | ,000 | ,001 | ,000 | ,000 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |

Correlations

|  |  |  |
| --- | --- | --- |
|  | | rhitung |
| P12 | Pearson Correlation | ,677\*\* |
| Sig. (2-tailed) | ,000 |
| N | 30 |
| rhitung | Pearson Correlation | 1 |
| Sig. (2-tailed) |  |
| N | 30 |

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

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

Reliability

Scale: ALL VARIABLES

Case Processing Summary

|  |  |  |  |
| --- | --- | --- | --- |
| N | | | % |
| Cases | Valid | 30 | 100,0 |
| Excludeda | 0 | ,0 |
| Total | 30 | 100,0 |

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

Reliability Statistics

|  |  |
| --- | --- |
| Cronbach's  Alpha | N of Items |
| ,912 | 12 |

NPar Tests

One-Sample Kolmogorov-Smirnov Test

N

|  |  |  |
| --- | --- | --- |
| a ,b  Normal Parameters | Mean | 3,34 |
|  | Std. Deviation | 1,146 |
| Most Extreme Differences | Absolute | ,195 |
|  | Positive | ,195 |
|  | Negative | -,164 |
| Kolmogorov-Smirnov Z |  | 1,203 |
| Asymp. Sig. (2-tailed) |  | ,111 |

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

Minat

38

T-Test

Group Statistics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Kelompok N | | | Mean | Std. Deviation | Std. Error Mean |
| Minat | Kontrol | 21 | 2,43 | ,507 | ,111 |
| Eksperimen | 17 | 4,47 | ,514 | ,125 |

Independent Samples Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Levene's Test for Equality of  Variances | | | | t-test for Equality of  Means | |
| F | | | Sig. | t | df |
| Minat | Equal variances assumed | ,203 | ,655 | -12,263 | 36 |
| Equal variances not assumed |  |  | -12,244 | 34,159 |

Independent Samples Test

t-test for Equality of Means

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Sig. (2-tailed) | Mean  Difference | Std. Error  Difference | 95% Confidence ... |
| Lower |
| Minat | Equal variances assumed | ,000 | -2,042 | ,167 | -2,380 |
| Equal variances not assumed | ,000 | -2,042 | ,167 | -2,381 |

Independent Samples Test

t-test for Equality of Means

95% Confidence

Interval of the ...

|  |  |  |
| --- | --- | --- |
|  | | Upper |
| Minat | Equal variances assumed | -1,704 |
| Equal variances not assumed | -1,703 |