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BY

THE PORTRAIT OF STUDENTS' SELF-REGULATED

LEARNING IN LEARNING ENGLISH AT

**VOCATIONAL HIGH SCHOOL** 

**TELKOM PEKANBARU** 

**APRILITA** SIN. 11614200842

State Islamic University of S **FACULTY OF EDUCATION AND TEACHER TRAINING** STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU varif Kasim Riau 1442 H/2020 M



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THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT **VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU** 

Thesis

Submitted in Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education

(S.Pd.)



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Pekanbaru, Dzulhijjah 20th 1441 H

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August 10th 2020 M

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The researcher

Aprilita

Allah Almighty the lord of the universe blesses them all. Aamiin.



### Aprilita (2020): Gambaran Pembelajaran Siswa Dalam Mempelajari Bahasa Inggris di SMK Telkom Pekanbaru

İk Pengaturan diri siswa - salah satu kemampuan yang dimiliki oleh individu dalam mengendalikan dan memanipulasi perilaku berdasarkan pikiran mereka. Oleh karena itu. individu dapat bereaksi positif terhadap pembelajaran akademis mereka. Di kelas, guru harus merangsang pengaturan diffi siswa. Sementara itu, tujuan pengaturan diri adalah untuk menambah pengetahuan mereka ketika mereka belajar. Pengaturan mandiri siswa terdiri dar 3 model, yaitu: metakognisi motivasi, dan tingkah laku. Tujuan dari penelitian ini mempelajari pengaturan diri siswa dalam belajar bahasa Inggris di siswa kelas sebelas di Sekolah Menengah Kejuruan Telkom Pekanbaru. Penelitian ini adalah deskriptif kuantitatif. Ada 100 siswa sebagai sampel yang dipilih dengan menggunakan teknik simple random sampling. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada responden untuk menentukan pengaturan sendiri, yang terdiri dari 21 item yang dibangun berdasarkan tingkat pengaturan sendiri. Peneliti menggunakan statistik deskriptif untuk menganalisis data, yang hasil penelitian ini menunjukkan bahwa skor total pengaturan diri siswa adalah 1.667, dengan skor rata-rata adalah 66.68. Selain itu, aspek dominan dari pengaturan diri siswa adalah 406, dengan skor ratarata adalah 3.25. Sebagai kesimpulan, dapat diidentifikasi kategori pengaturan din siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru tingkat rendah. Selain itu, aspek dominan dari pengaturan diri siswa adalah memetakognisi dari suatu situasi dan memberikan motivasi dalam proses pembelajaran.

Kata Kunci: Gambaran, Regulasi Diri

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### **ABSTRACT**

Aprilita (2020): The Portrait of Students' Self-Regulated Learning in

controlling and manipulating a behavior on the basis of their mind. Therefore,

classroom, the teacher should stimulate the students' self-regulated. Meanwhile, the goal of self-regulation is to increase their knowledge when they were learning. Students' self-regulated consists of 3 models, which are: metacognition, motivation, and behavior. The purpose of this research studied the students' self-regulated in learning English at the eleventh-grade students of Vocational High School Telkom Pekanbaru. This research was descriptive quantitative. There were 100 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine their self-regulated, which consisted of 21 items that were constructed based on the level of self-regulated. The researcher used descriptive statistics to analyze the data, which the result of this research showed that the total score of students' self-regulated is 1667, with the mean score is 66.68. Moreover, the dominant aspect of students' selfregulated is 406, with the mean score is 3.25 As a conclusion, it can be identified the category of students' self- regulated at Vocational High School Telkom Pekanbaru was low level. Furthermore, the dominant aspects of students' self-regulated were metacognition of a situation and provides

individuals are able to react positively to their academic learning. In

Students' self-regulated -one of the abilities possessed by individuals in

Pekanbaru

motivation in the learning process.

Key word: The Portrait, Self-regulated

Learning English at Vocational High School Telkom

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ملخص

التنظيم الذاتي لدى التلاميذ - إحدى المهارات التي يمتلكها الأفراد في

أفريليتا، (٢٠٢٠): تصوير تعلم التلاميذ في تعلم اللغة

الثانوية المهنية بكنبارو.

الذاتي لدى التلاميذ في تعلم اللغة الإنجليزية لدى تلاميذ الفصل

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الكلمات الأساسية :التصوير، التنظيم الذاتي

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te Islamic Univers Self-regulated learning consists of the words" self-regulated" and "learning". Self-regulated means managed, while learning is learning. So, it ity can be concluded that self-regulated learning as a whole means learning to ot self-regulate or self-management or self-regulation in learning (Diah, S ultan 2008:13).

In addition, self-regulated learning is also defined as the supervision of behavior in the learning process as result of the internal process of goals,

### **CHAPTER I**

### **INTRODUCTION**

### A<sup>∃</sup> Background of the Problem

X The nature of foreign language learning in foreign language context is **Z** perceived complex and difficult for some students. One of the factors which S Sn leads to the difficulty in learning is the characteristic of the students that are ka passive learners in their own learning (Mbato, 2013). Some Indonesian J Q students typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities.

Self-Regulated learning is very important ability for students in learning process. Students who have self-regulated learning will be able to plan goals, plan strategies, manage behaviors, and evaluate self-improvement. Sta According to Wang, J. Q. et al (2010), self-regulated learning is belonging to the psychology of learning contents. Understanding self-regulated learning is essential in today's academic and social world.



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planning, and self-appreciation for the achievements that have been achieved ۵ ~ • (Friedman, 2006: 284). Furthermore, self-regulated learning is an ability to 0 b determine one's own learning objectives, able to foster a sense of self-ability to achieve targets to be achieved, environmental arrangement to support 7 c target achievement. Conduct self-evaluation and monitoring learning Z o activities.

Sn Self-regulated learning has been defined as self-generated thoughts, ka R feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Schunk & Zimmerman, 1994). This definition involves goals and motivational feelings or beliefs about attaining those goals as well as self-initiated learning process. The purpose of self-regulatory accounts of human functioning is to explain how one adapts to changing conditions as a result of personal feedback.

Based on the explanation above, self-regulated learning is needed in tate all stages of education. It is needed because self-regulated learning will Islamic affects students' skill to achieve the goal of learning. In this research the researcher focus on students' self-regulated learning in eleventh grade of Univers students' at Vocational High School Telkom Pekanbaru. For this situation, the researcher will followed from syllabus. ity

Self-regulated learning is one of aspects in K13 curriculum through ot Sultan the scientific approach that the students should know and analyze the factual, the conceptual, the procedural and the metacognitive knowledge. The 2013 Syarif Kasim Riau



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۵ ~ • regulated learning as an approach to make learning more efficient. 0 a The teaching of self-regulated learning in school is aimed to prepare

curriculum, which is still partially used in some schools, emphasizes self-

 $\exists$  the students to face industry revolution 4.0 era and make the learning c more efficient. Thus, self-regulated learning is shifted to the national Z o curriculum due to its importance and its advantages to take learning more SD ka comprehensive (BSNP,2013).

R preliminary study Vocational High School After а at a Telkom Pekanbaru by interviewing the English teacher, the researcher found that many of eleventh grade students of Vocational High School Telkom Pekanbaru have difficulty in learning English. The students are still struggle to achieve all of English language skills. In fact, there are students who do not ask the teacher about the material in learning English. Some of the students do not have curiosity and confidence to make 5 tate conclusion or declaration when they were learning English. The students Islamic still not active enough during the learning process. It seems that they have lack of self-regulated learning.

Based on the phenomena above the researcher is interested in carrying out a research on the problem above entitled The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School **Telkom Pekanbaru.** 



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### B<sup>⊥</sup><sub>b</sub>Problem

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### • 1. Identification of the Problem 5

Based on the background of the problems, it can be identification of problem in this research as follows:

- a. Some students do not interested to ask to the teacher when she/he explains the lesson in the class.
- b. Some students still do less curious to learn English.
- c. Some students do not have enough self-confident to make conclusion at the end of the learning.
  - d. Some students still do not enthusiastic enough during the learning process.

### Limitation of the Problem 2.

Based on the identification of the problem, there are some problems which are important to be researched. Yet, the researcher needs to limit the problem in order to focus on the specific problem. So, the researcher focus on describing the portrait of students' self-regulated learning in learning English, and the subject is the eleventh grade students at Vocational High School Telkom Pekanbaru. It is also important to take learning more comprehensive.

### Islamic University of Sultan Syarif Kasim Riau **Formulation of the Problem**

Based on the problems above, the researcher formulates the problems in this research as follows:

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a. How is the students' the self-regulated in learning English at the eleventh grade students at Vocational High School Telkom Pekanbaru? b. What are the dominant aspects of the students' self-regulated in learning English at Vocational High School Telkom Pekanbaru?

### CZ Objective and Significant of the Research

- S SD 1. Objective of the Research
  - a. To describe how is the portrait of students' self-regulated in learning English at the eleventh grade of Vocational High School Telkom Pekanbaru.
  - b. To explain the dominant aspects of the students' self-regulated in learning English at the Eleventh grade of Vocational High School Telkom Pekanbaru.

### 2. Significance of the Research

- a. Hopefully, this research is beneficial for the researcher as a novice researcher in learning how to conduct a research.
- b. This research finding is expected to be useful, and valuable for students and teacher of Vocational High School Telkom Pekanbaru.
- c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.
- d. Finally, to fulfil one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of

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### **D**<sup>(1)</sup> Reasons for Choosing the Title mil

There are some reasons why the researcher is interested in carrying out <sup>C</sup> this research. This research is conducted based on the following reasons.

o 1. The title is relevant to the researcher's status as a candidate of English teacher.

- Ria 2. The title of this research is not investigated yet by previous researcher.
  - 3. The location of the research facilitates the researcher in conducting this research.

### **Definition of the Term** E.

To avoid misunderstanding and misinterpreting on the term in this research, the term are necessary defined as follows:

State 1. Portrait

Portrait is the picture or representation of person and especially of face, drawn from the life. In addition, in portraits consist more in the general than in the exact similitude of every feature (Webster, 1828, p 3277). So in this research the portraits means a picture of students' selfregulated in learning English at Vocational High School Pekanbaru.

### Self-Regulated 2.

According to Zimmerman (2012), self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts

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to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation.

cipta 3. Learning English

> According to Ambrose (2010) learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning. And the simple definition of learning is the process of gaining the knowledge and expertise.

> In this research, learning English is the process of students to increase the students' knowledge in learning English process. It can be describe how is the students' know and understand when they were in learning English process.



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### **CHAPTER II**

### **LITERATURE REVIEW**

### **Theoretical Framework**

### 1. The Nature of Self-Regulated Learning

Self-regulated learning (SRL) is one of the supportive ways to help students in learning process. Self-regulated learning will also improve them in motivation and emotion. Even, strengthening the way of thinking positively to their own self. According to Pintrich (2000), self-regulated learning (SRL) is a proactive way of learning where by learners need to set their goals, then control or monitor which reflect to their cognition, behavior, and motivation. It is how learner can explore their own-self deeply and take handle of themselves entirely. The point is about the constructive process that learners have to compile their plan and strategies to face all problems that perhaps come from their own-self as an internal factor and external environment.

Pintrich (2000) identified four common assumptions about selfregulated learning. First, self-regulated learners do more than passively consume information that has been presented to them by others. In the process of learning, they actively create strategies, goals, and meaning. Second, self-regulated learners can to some extent, given the constraints imposed by individual differences, contexts, and biology, monitor and influence their actions. Third, self-regulated learners use goals or standards to assess the adequacy of their learning and make changes if



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necessary. Fourth, these learners use self-regulating processes to mediate the influence of external contexts and personal characteristics so as to enhance academic achievement and performance.

Another viewpoint of self-regulated learning (SRL) purposed to manage self-control especially in both time and space. It means how learners can take be handle multiple task of the goals into an appropriate action, how the time is used correctly and effectively with all the conditions that maybe could change their minds to give up on their visions. A strong sense of regulating of yourself is the basic root to keep moving forward by increasing qualities of behavior and critical thinking will complement greater ideas for people in self-regulated learning (Vohs, 2016).

Based on Zimmerman (2000), self-regulated learning is not only about controlling mental abilities, but it is broader than that. Furthermore, Boekaerts, Pintrich, and Zeidner (2000) pointed the meaning of definition of self-regulated learning was focus on the action of the belief and motivations. The reason why learners need to regulate themselves was a clear basic to have a good performance. Action that was decided to attain the goals could be variety of ideas depends on the cognitive strategies and the experience. Contextually, aspiring to succeed self-regulated learning involve pupils self-efficacy which means the ability to organize the structured idea of action into some specific act Learning results from what the student does and thinks and only what the student does and



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thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) stated that learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiencesconscious and unconscious, past and present.

that it has occurred from students' products or performances.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Longterm memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs)to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).



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There are many of the self-regulated learning strategies useful across various content domains. Specifically, self-regulated learning consists of three components: cognition, metacognition, and motivation (Wolters, 2003). The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically.

The Strategies of Self-Regulated Learning

Within the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component surfaces the beliefs and attitudes that affect the use and development of both the cognitive and metacognitive skills.

a. Cognitive strategies include learning strategies that can be specific to a domain or content. Problem solving strategies and critical thinking skills are also important. Critical thinking involves a variety of skills such as identifying a particular source of information and reflecting on whether or not that information is consistent with one's prior knowledge. Activities to help adults articulate and practice critical thinking include comprehension activities such as student-generated questions be-fore or during reading to focus the learner's attention, constructing graphs and tables of real-world issues, and engaging in classroom debate to articulate arguments for writing a persuasive essay. b. The metacognitive component is comprised of declarative knowledge (knowledge about oneself as a learner - the factors that influence



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performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of why and when to use a particular strategy). Adults often struggle to articulate their knowledge or to transfer domain-specific knowledge to a new setting. The goal of self-regulated learning is for these strategies to first become visible and eventually automated for the adult learner. One way to make the three types of knowledge visible in the classroom is to have learners do a demonstration. When demonstrating (such as cooking a particular dish), it is easier to find the specific words needed to articulate what one is doing and how one knows to do it. Questions will draw out more language. Debriefing after the demonstration can make visible the difference between declarative, procedural, and conditional knowledge so that one can make explicit points about how to transfer that knowledge to an academic task.

c. The motivation component includes both self-efficacy (degree to which one is confident that one can perform a task or accomplish a goal) and epistemological beliefs (beliefs about the origin and nature of knowledge). Working with adults who have failed in school or with specific academic tasks necessitates deliberate discussion of their sense of self-efficacy. Many adult learners have shared with teachers and researchers how difficult it can be to overcome ingrained, virulent, negative self-talk. Making self-regulated strategy development (SRSD), including goal setting, monitoring and displaying of progress, an



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State Islamic University of Sultan Syarif Kasim Riau everyday feature of instruction can assist these learners to replace negative self-talk with positive self-instruction and a sense of self as an effective learner. Building new habits reinforces adults' persistence and motivation.

### 3. **Aspects of Self-Regulated Learning** Z

According to Zimmerman (1989), Self-regulated learning consists of 3 aspects in academic activities, namely metacognition, motivation, and behavior. Indicators of those aspects are taken from Brown et al. (1999) scale.

a. Metacognition

Metacognition includes a variety of cognitive activities that require individuals to change or adapt their cognition. the strategies included in this aspect are:

- 1) Rehearseal strategy is a strategy or effort to memorize the material by repeating the material again so that it is easier to understand.
- 2) Elaboration strategy is a strategy for summarizing and using one's own words in understanding a material.
- 3) Organization strategy is a strategy to reorganize a subject matter so that it is easy to understand.
- 4) Metacognitive self-regulation is a variety of efforts to regulate cognition such as planning, monitoring, the use of learning regulation strategies, evaluation, and revision of learning activities.



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### b. Motivation

Motivation involves individual activities that are full of goals and encourages individuals to intentionally start, organize, maintain their willingness, prepare their next task or complete an activity in accordance with their objectives. Motivational regulation strategy includes:

- Mastery self-talk is an activity or act of saying motivational words to yourself to improve self-performance in the learning process.
- 2) Relevance Enhancement is an individual effort to connect the material with all matters related to oneself.
- 3) Situational interest enhancement is an individual to change the learning situation to become something fun.
- 4) Performance / relative ability of self-talk is the activity of talking to oneself to increase their motivation to learn by comparing what they have done themselves with what other students have done.
- 5) Performance / extrinsic self-talk is the activity of talking to yourself in order to get positive feedback to improve learning performance.
- Self-consequating is an individual thinking about the rewards or penalties he will get for the success or failure achieved.
- Environmental structuring is the activity of selecting or managing the physical environment to make it easier to learn.

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### c. Behavior

Behavioral regulation involves the efforts of individuals to regulate, control behavior, select and regulate the environment, and utilize environmental conditions. Strategy in behavior regulation includes:

- Effort regulation is an individual effort to maintain the spirit of learning.
- Regulating time and study environment is an attempt to manage the time and learning environment.
- 3) Instrumental (autonomous) help-seeking goal is the activity of asking for help from others as a way to understand the material so that students are able to complete assignments on their own.

### 4. Self-Regulated in Learning English a. The Definition of Learning

Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) said that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a

untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Riau.

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lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Longterm memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs) to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

### b. English as a Language State

Carrol (1990) defines English is a language of essential tool for communication and whereas grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability to understand and be understood in that language within the context and constraints of peculiar language using circumstance.

So far English is commonly learnt by people from around the world than it can be considered as both vehicular and vernacular gain language. Vehicular language is a language goes beyond the boundaries of



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it. Original community and use as a second language for communication cip between communities. The opposite meaning of "vehicular language" is "vernacular language" means a language used as a native language in a single community.

As English called as vehicular and vernacular language, it is understand why English become a dominant international language in present communication, science, business, aviation, entertainment, radio, and diplomacy. Therefore it can be a reason why today's English is being taught to over one billion people throughout the world as their second language to communicate each other.

Based on the definition of learning and English above, when learning English, the students usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what he wants to reach. Of course, they will be intended for doing something to make maximally effort to learn.

### **B** Relevant Research

According to Syafi'i (2011), relevant research is required to observe some previous researchers conducted by other researchers in which are relevant to our research itself. There is a relevant research which has relevancy to this research.

Based on the research was conducted by Nurfiani (2015), in State University Yogyakarta. This study survey the ability of self-regulated



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Brown et al. (1999).

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ISKa themselves for preparation for study. Aspect of students" implementation R in the medium category with 28 students (45%) including, students Q applies cognitive and metacognitive strategies, monitoring and controlling emotion and motivation to learn, and conducting activities. The aspects of students" evaluation moderate category with 28 students (45%) including, choosing a strategy to overcome failure, able to evaluate learning outcomes, reviewing the results of the themselves. The relationship between self-regulated and resilience in adolescents tate in divorced families, there had been a study by Zimmerman. The Islamic hypothesis proposed in this study is that there is a positive relationship between self-regulated and resilience. Research subjects of 100 teenagers Univers who have divorced parents. The scale used to measure the level of selfregulated is the scale of Self-Regulated Questionnaire (SRQ) created by ity

 $\perp$  learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta.

• This research found acquisition of self- regulated learning abilities in the

medium category of 28 students (45%). The result of the analysis in each

 $\subseteq$  (52%) including, students determining the learning strategies to be used,

o students having a compulsory to complete the task, and students managing

aspect: Aspect of students planning are in medium category with 32 students

Sultan Different study has also been conducted at university level, Arumsari (2016) in Sanata Dharma University Yogyakarta. She said most of Syarif Kasim Riau (84%) the students Guidance and Counseling Sanata Dharma University



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<sup>⊥</sup> class of 2012 have good self-regulated learning. These students are X • categories high and very high self-regulated learning. Its mean that 0 students have the ability of self-regulated in their learning by including  $\exists$  metacognition, motivation, and behavior that very well. 16% of the total students have poor self-regulated in their learning. These students are Z o categories medium. Its mean that students have well enough of self-S regulated in their learning by including metacognition, motivation, and ka R behavior. Q

In other study, Paul R. Pintrich (2008), he conducted a correlational research at University of Michigan entitled "The Relationship between Motivational and Self-Regulated Learning Components of Classroom Academic Performance." He found that there is ecologically valid empirical evidence for the importance of considering both motivational and self-regulated learning components in our models of classroom academic 5 tate performance. Student involvement in self-regulated learning is closely tied Islamic to students' efficacy beliefs about their capability to perform classroom tasks and to their beliefs that these classroom tasks are interesting and Univ worth learning. At the same time, these motivational beliefs are not vers sufficient for successful academic performance; self-regulated learning ity components seem to be more directly implicated in successful in classroom. ot

Sultan Based on previous research mentioned above, the researcher found thirteen studies to exploring students' self-regulated learning in learning S yarif Kasim Riau English. From the several studies, only two of them from Indonesia



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context, and also in their investigations on students' self-regulated learning in 2 X • learning English remain the gaps due to context and methodology. 0 Based on previous research in Indonesia context it seems no researchers investigated at Vocational High School Telkom Pekanbaru. Meanwhile, in the 7 ⊂ Indonesian context just one of students' self-regulated learning studies Z investigated in same level at Senior High School by using correlation SD research design, which related to students' ability self-regulated learning. ka

J Because of limited study on exploring students' self-regulated a learning in Indonesia especially Vocational High School Telkom Pekanbaru still many gaps. Therefore, it is essential to explore on students' selfregulated learning deeper. Besides, the practical problems related to selfregulated learning are also found at Vocational High School Telkom Pekanbaru.

### **C.** Operational Concept

Sta Based on the theories and previous research above, it is carrying to te S clarify the phenomenon used in this research. Regarding this research, the phenomenon is the students' self-regulated learning in learning English. In Uni this research, the operational concepts is used to analyze students' self-/ers regulated learning in learning English and the operational concept are Ity needed as the foundation to address the method of the research in this 01 Sultan Syarif Kasim Riau research. Therefore, students' self-regulated learning is measured by using several indicator based on Woltres (2003) as follows:



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- 1. The students have metacognition that includes:
  - a. Rehearseal strategy. b. Elaboration strategy.
  - c. Organization strategy.
  - d. Metacognitive self-regulation.
- **⊆**2 **Z** The students have motivation that includes:
  - Mastery self-talk. a.
  - Relevance Enhancement. b.
  - Situational interest enhancement. C.
  - d. Performance / relative ability of self-talk. e. Performance / extrinsic self-talk.
  - Self-consequating. e.
  - Environmental structuring. f.
  - The students have behavior that includes: 3.
    - Effort regulation. a.
    - Regulating time and study environment. b.
    - General intention to seek needed help. С.
    - General intention to avoid needed help. d.
    - Instrumental (autonomous) help-seeking goal. e.
    - Seeking help from formal sources (teachers). f.
    - Seeking help from informal sources (other students) g.



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### **CHAPTER III METHOD OF THE RESEARCH**

### **Research Design**

Research design is used to analyze and identify the subject of this study. In order to make the research going in the way, a research design is needed. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Gay (2012), quantitative research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. In addition, quantitative research could be defined as a research method based on phenomena/symptoms/reality that is used to examine specific populations and samples, using research instruments, to analyze quantitative statistics data and to test the hypotheses (Sugiyono, 2018).

Meanwhile, according to Kothari (2004), descriptive research is 5 aimed to describe of the state of affairs as it exist at present. Generally, this research design is used to describe systematic facts that are found by the researcher and the characteristic of the object that is investigated. According to Sukardi (2019), there are actually two main reasons the researcher used this research design. First, the overall of this research was analyzed by using descriptive design. Second, the descriptive research design is useful to investigate the educational aspect and human behavior.



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Т Through the design of the research, there will be result of analysis to ۵ X describe students' self-regulated learning at Vocational High School Telkom 0 5  $\overrightarrow{\mathbf{\omega}}$  Pekanbaru and investigate the dominant aspects contributing to it. B

### **B.** The location and Time of the research $\subset$

This research was accomplished at Vocational High School Telkom Pekanbaru. Furthermore, The researcher was conducted the research from June to July 2020.

ê. The Subject and Object of the Research

1. The subject of the research

The subject of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru.

2. The Object of the Research

was students' The object of the research self-regulated learning in learning English at the Eleventh grade students of Vocational High School Telkom Pekanbaru.

### **Population and Sample of the Research**

### **1.** Population of the Research

The population of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru in academic year 2020/2021. The eleventh grade students at Vocational High School Telkom Pekanbaru consists of 3 classes. It contained 100 students. The specification of the population can be seen as follows:



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No	Classes	Number of Students
1.	XI TKR	35
2.	XI ADP	33
3.	XI AK	32
	Total	100

### SD 2. Sample of the Research ka

The population for this research is large enough to be taken all as the sample. According to Arikunto (2006, p. 134) If the populations almost than 100, the sample is taken between 10-15% up to 20-25% as the sample. So, the researcher took 25% for all of the population to be the sample by using Simple Random Sampling. The sample of the research is 25 students.

According to Cohen, et al (2007), in Simple Random Sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population.

Table III.2 The Sample of the Research

No	Classes	Number of Students	Percentage
1.	XI TKR	35	9 %
2.	XI ADP	33	8%
3.	XIAK	32	8%
	Total	100	25%



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### The Technique of Data Collection

In this research, the researcher used a questionnaire to collect the data of self- regulated learning in English. According to Cohen (2007), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the research, and often being comparatively straightforward to analyze.

Moreover, Brown et al. (1999) said that the assessment for measuring self- regulated is based on self-report. One of examples of self-report is questionnaire. Self-assessment instruments such as surveys or questionnaire usually consist of a statement followed by a response continuum such as strongly agree, agree, disagree, and strongly disagree. This subject selects the response that best describes his reaction to the statement.

The researcher used questionnaire to find out students' selfregulated at the eleventh grade students of Vocational High School Telkom Pekanbaru. The questionnaire was adopted from Zimmerman (1989) because it was done in Indonesian case study and it is relevant with this research. The questionnaire describes some questions for the respondents to know how the self-regulated of the eleventh students at state Vocational High School Telkom Pekanbaru.



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	Table Instrument Alter		
		Sc	ores
No.	Instrument answer	Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	TTATZ	4

Table III.3

**Blueprint of Self-Regulated** 

The researcher considered the indicator have to include in the

research because of its important value for measuring the variable of Self-

Regulated. In this research, the researcher used the Likert scale as the scale

on the questionnaire. The scale that was used in the questionnaire is 4, 3,

2, 1 for a positive answer and 1, 2, 3, 4 for a negative answer. The

researcher decided to use 4 scales because will decrease the neutral answer

No. item

5, 9, 16, 18, 20

1, 2, 3, 4, 6, 7,8, 10, 11, 13

12, 14, 15, 17, 19, 21

**Indicators** 

Metacognition

Motivation

**Behavior** 

from the respondents.

### **FMnstrument** Validity Test

tan The validity of the instrument could be defined when the instrument S Scould measure what the researcher looking for. The instrument validation in if the research purposes to measure the degree of the test. Furthermore, to Ring

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determine the instrument that was used either accurately or not, the researcher owill analyze it by using the Pearson correlation.

a The method of analysis will correlate each value of the question 3 number with the total value of the question number. In addition, the correlation  $\subseteq$  coefficient that was found by r<sub>count</sub> must still be tested for significance by comparing it to  $r_{table}$ . The items will be correct if they have a value of  $r_{count} >$  $rac{}_{table}$  or p value < 0,05 (Sugiyono, 2018).

The researcher must decide both the validity and reliability of the questionnaire, the researcher spread the questionnaire online before the questionnaire was used. It was required to make sure the questionnaire could be shared for the sample. And during the school research period it was closed because there was covid-19. So, the researcher spread the questionnaire through online using Google form. In the questionnaire, the researcher was spread the questionnaire four times. It happened because some statements in the questionnaire were not valid yet. Although, at the latest of the questionnaire, the researcher got a significant result of the questionnaire



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Indicators	No. items	R	Sig. (2-tailed)	Result of validity
	5	0,733**	0,000	Valid
i k	9	0,609**	0,001	Valid
	14	0,161	0,442	Not Valio
Metacognition	17	0,473*	0,029	Valid
S	19	0,073	0,728	Not Valio
Us	21	0,848**	0,000	Valid
~	23	0,557**	0,004	Valid
a T	28	0,264	0,203	Not Valio
R	29	0,702**	0,000	Valid
au	1	0,254	0,221	Not Valio
	2	0,514**	0,009	Valid
Motivation	3	0,494*	0,012	Valid
	4	0,360	0,077	Not Valio
	6	0,715**	0,000	Valid
	7	0,349	0,087	Not Valio
	8	0,457*	0,022	Valid
	10	0,645**	0,001	Valid
	11	0,584**	0,002	Valid
	13	0,283	0,170	Not Valio
	20	0,599**	0,002	Valid
S	12	0,324	0,114	Not Valio
Sta	15	0,509**	0,009	Valid
<b>Behavior</b>	16	0,519**	0,008	Valid
Isl	18	0,686**	0,000	Valid
lami	22	0,230	0,269	Not Valio
nic	24	0,007	0,974	Not Valio
C	25	0,340	0,096	Not Valio
ni.	26	0,067	0,751	Not Valio
ve	27	0,026	0,900	Not Valio
ers	30	0,156	0,456	Not Valio

Table III.5

Sulta At the first try out, the researcher spread the questionnaire to 25 students. Based on the sample above, the researcher must determine the r<sub>table</sub> by using the Sy formula degree of freedom (df) = N - 2, where is N refers to the amount of **Kasim Riau** 



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 $\bigcirc$ sample. It means 25 - 2 = 23. According to the r<sub>table</sub>, 23 samples with the error significant at 5%, it was at the level 0,3961. It means that the r<sub>count</sub> must bigger 0 than 0,3961. Based on the table above, there were 14 items not valid yet (1, 4, 7, 12, 13, 14, 19, 22, 24, 25, 26, 27, 28, 30). X VIN

### **Table III.6**

### The Validity Test on 2<sup>nd</sup> Try Out Questionnaire

uska	Indicators	No. items	R	Sig. (2-tailed)	Result of validity
π		5	0,526**	0,008	Valid
2		9	0,590**	0,002	Valid
		14	0,280	0,185	Not Valid
		17	0,455*	0,025	Valid
N	<b>Ietacognition</b>	19	0,109	0,611	Not Valid
	C	21	0,707**	0,000	Valid
		23	0,379	0,068	Not Valid
		28	0,248	0,242	Not Valid
		29	0,623**	0,001	Valid
		1	0,471*	0,020	Valid
		2	0,478*	0,018	Valid
		3	0,507*	0,011	Valid
	Motivation	4	0,453*	0,026	Valid
÷		6	0,459*	0,024	Valid
tate		7	0,294	0,163	Not Valid
eIs		8	0,409*	0,047	Valid
and the second se		10	0,681**	0,000	Valid
am		11	0,602**	0,002	Valid
10		13	0,391	0,059	Not Valid
		20	0,707**	0,000	Valid
i.		12	0,386	0,062	Not Valid
versitv		15	0,472**	0,020	Valid
S.		16	0,385	0,063	Not Valid
		18	0,485*	0,016	Valid
of	Behavior	22	0,127	0,555	Not Valid
S	Denavior	24	0,256	0,227	Not Valid
Sultan		25	0,092	0,670	Not Valid
an		26	0,508*	0,011	Valid
VS		27	0,058	0,787	Not Valid
a		30	0,325	0,121	Not Valid

Correlation is significant at the 0,01 level (2-tailed).

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Т Furthermore, at the second try out, the researcher found that 13 items still ۵ 7 not valid yet (17, 12, 13, 14, 16, 19, 22, 23, 24, 25, 27, 28, 30). There were 24 0 students who filled the questionnaire. Based on the respondents, the degree of freedom (df) is 22, mentioning to r<sub>table</sub> at level 22 was 0,4044. It means that the X items whom not valid yet was not higher than 0,4044. In addition, at this Z questionnaire, the researcher omitted 3 items from the first questionnaire.

Indicators	No. items	r	t Questionnaire Sig. (2-tailed)	Result of validity
	5	0,420	0,051	Not Valid
	9	0,735**	0,000	Valid
	14	0,492*	0,020	Valid
	17	0,750**	0,000	Valid
Metacognition	19	0,051	0,823	Not Valid
Ŭ	21	0,363	0,097	Not Valid
	23	0,399	0,066	Not Valid
	28	0,543**	0,009	Valid
	29	0,756**	0,000	Valid
	1	0,568**	0,006	Valid
	2	0,533**	0,011	Valid
	3	0,647**	0,001	Valid
2	4	0,533*	0,011	Valid
	б	0,145	0,518	Not Valid
	7	0,596**	0,003	Valid
	8	0,587**	0,004	Valid
	10	0,821**	0,000	Valid
•	11	0,753**	0,000	Valid
1	13	0,603**	0,003	Valid
	20	0,374	0,086	Not Valid
	12	0,579**	0,005	Valid
Behavior	15	0,681**	0,000	Valid
:	16	0,659**	0,001	Valid
	18	0,229	0,304	Not Valid
<b>`</b>	22	0,306	0,166	Not Valid
Behavior	24	0,668**	0,001	Valid
	25	0,000	1,000	Not Valid
	26	0,683**	0,000	Valid
c	27	0,259	0,245	Not Valid
	30	0,556**	0,007	Valid



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Т In the third try-out questionnaire, the researcher found that some basic ۵ X items still not valid yet. There were 10 items such as item number 5, 6, 19, 20, 21, 0 23, 18, 22, 25, 27. This try-out questionnaire spread to 22 students. It means that the degree of freedom (df) at level 20. Based on  $r_{table}$ , level 20 refers to 0,4227.

### Table III.8

The Validity Test on 4th Try Out Questionnaire

Indicators	No. items	r	Sig. (2-tailed)	Result of validity
J 	5	0,404*	0,045	Valid
	9	0,734**	0,000	Valid
Metacognition	17	0,610**	0,001	Valid
	21	0,542**	0,005	Valid
	29	0,647**	0,000	Valid
	1	0,692**	0,000	Valid
	2	0,702**	0,000	Valid
	3	0,754**	0,000	Valid
	4	0,422*	0,036	Valid
	6	0,404*	0,045	Valid
Motivation	7	0,503*	0,010	Valid
NIOUVALION	8	0,611**	0,001	Valid
	10	0,856**	0,000	Valid
	11	0,778**	0,000	Valid
	13	0,492**	0,012	Valid
1	12	0,497*	0,011	Valid
	15	0,577*	0,003	Valid
Behavior	16	0,628**	0,001	Valid
4	18	0,437*	0,029	Valid
T	26	0,490*	0,013	Valid
	30	0,463*	0,020	Valid

y of Sultan Syarif Kasim Riau Moreover, on the latest try-out questionnaire, the researcher found that all the items were valid. This questionnaire was spread to 25 students. Thus, the degree of freedom at 23 was 0,3961. It means that all items passed the df's level at 0,3961. In addition, the researcher concluded that the



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questionnaire was valid on the fourth try-out. It indicated that the ۵ X • questionnaire could be used to measure the sample of the research. 5

### GaInstrument Reliability Test

ik Reliability refers to the consistency of the instrument. The instrument  $\mathbf{z}$  could be called as reliable when the result of the data is consistent. The use S SD of the reliability test by the researcher was to determine the accuracy of the ka objects and the results, whether the instrument used several times to measure J ۵ the same thing, would produce the same data. In this research, the reliability test for each variable was calculated by looking at the level of the Cronbach's alpha.

There were two explanations of why Cronbach's alpha test was used by the researcher. First, because this method was the most widely used questionnaire reliability test technique. Second, by conducting the Cronbach's o alpha test, inconsistent indicators will be identified. Cronbach's alpha was a te test of reliability that has values ranging from 0 to 1. In addition, the ST lamic University of Sultan Syarif Kasim Riau minimum limit for Cronbach's alpha was 0,70, although it may be reduced to 0,60 in exploratory research.

	Table III.9Cronbach's Alpha Reliability Level								
<b>Cronbach's Alpha</b>	Internal consistency								
0,0 - 0,20	Unacceptable								
> 0,20 - 0,40	Poor								
> 0,40 - 0,60	Good								
> 0,60 - 0,80	Very Good								
> 0,80 - 1,00	Excellent								

Source: Arikunto (2006)



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Т Based on the table above, the researcher knew that the level of ۵ X • consistency of the instrument. Because there were many try-out a guestionnaires was held by the researcher, the researcher decided to choose milik the latest try out questionnaire to be tested the reliability of its instrument.

 $\subset$ Based on the result of the SPSS 21.0, the researcher found that the Z o level of Cronbach's Alpha at the latest try out questionnaire was 0,822. It uska means that the reliability of the instrument was categorized as excellent and R passed the minimum limit of Cronbach's Alpha at level 0,70. 9

H. Data Collection Procedures and Data Analysis Technique

1. Preparation and Implementation

The stages in data processing, namely:

- a. Develop a questionnaire or scale of self-regulated learning for students.
- Determine the respondents, namely eleventh grade students. b.
- Instrument testing by experts (expert judgment), which is carried out С. by the thesis supervisor at the time of guidance.
- d. Retrieval of data through questionnaires to students via Google form.
- e. Perform data analysis that has been collected.

## Islamic University of Sultan **Data Analysis Technique**

In the research, the researcher used descriptive statistics type. It is

Descriptive statistics were used to analyze the data by describing and defining the data were found. This technique is used to analyze the sample and the findings will be used for the total population. On the other hand,



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the result will be used to make a general statement and to describe the whole population (Sugiyono, 2018). Furthermore, this research is used the error level opportunity of the data at 5%. It means from 100% correct data, they were 95% of the opportunity of the data will be correct.



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### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

З This chapter presents conclusion generated based on the findings from data analysis of questionnaire in describing students' self-regulated in learning English at Vocational High School Telkom Pekanbaru. This chapter also provides S the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

### $A_{\underline{c}}^{\underline{\omega}}$ Conclusion

The self-regulated that was analyzed by the researcher on students of grade eleventh at Vocational High School Telkom Pekanbaru as follows: Metacognition, motivation and behavior. Based on the result of the research, the researcher found that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-State Islamic University of Sultan Syarif Kasim Riau regulated was categorized very low by the percentage at 52% and categorized very high at 24%.

Furthermore, to know the level of each indicator that was assessed, the researcher concluded as follows:

- 1. Based on the indicator of metacognition, the researcher found that the students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a low category by percentage at 44%.
- 2. The second indicator, based on the result of the indicator of motivation the researcher found that 25 students of grade eleventh at Vocational



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High School Telkom Pekanbaru obtained a very low category by percentage at 48%.

3. On the last indicator, the researcher found that 48% of students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a very low category in the indicator of behavior.

Based on the data above, the researcher concluded that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low.

### **B.** Suggestion

Based on the findings, the writer would like to propose several suggestions, as follows:

1. The teachers of English at Vocational High School Telkom Pekanbaru, the teachers are expected to further improve students' patterns that and apply the discipline system. This is intended as a way to deal with students who have low learning discipline. So, that it can improve students' selfregulated in learning English.

2. Furthermore, for students it is suggested to practice discipline. Because, it will help in developing self-regulated learning and achieving desired goals.



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### The Result of the Questionnaire Response of the Research

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1	Lai Levis		3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
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4	Habibk V Se		3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
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6	Managan Managa	CHITKE	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
7	Mega Oliven	SXI ADES		4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
8	pentingan pendadilikan, perelittian aperaulisati pentingan pendadilikan, perelittian aperaulisati dependangan vengakan, perelittian aperaulisati menausynthogan vengakan atak setter takan menapethangan vengakan atak setter takan menapethangan vengakan menapethangan vengakan vengakan menapethangan vengakan vengakan menapethangan vengakan vengakan menapethangan vengakan menapethangan vengak	XI ADRO	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Run galab	XI TKR	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Heny Agustia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Ama@ctagia [	XI ADP	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Raka≰ka ⊃ IS	· XI ADP	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
13	<u> </u>	XI AK	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
14	Nurdika	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	2	3	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
15	Natia Indira	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Meysitch Sari C	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Wani Qurlina Wani Qurlina Nanda Riczym Pratama Kana Micza Pratsvi	XI ADP	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Pratama	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19			3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
20	Shela Svalidah	XI ADP	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Right Adiga P	XI TKR	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22		XIAK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
	enyusunan bentuk apa	Is																															
	n su una k aj	_																															
		ic																															
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	ran tar	ni.												Υ.																			

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### The Result of Questionnaire Response on the 1<sup>st</sup> Try Out

	Name																INO. 1	Item														Sc
aran	I	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	50
a a	AmsanHarefa	4	4	3	4	3	3	1	4	4	3	4	3	4	1	3	4	4	3	3	3	3	3	3	3	2	2	3	3	3	2	ģ
(C) =~~	Shela Syahidah	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	1
33	Amanda Novika	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	
P40	Lesi Levisa	4	3	3	4	3	3	2	1	2	3	2	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	
. gut	Septrial Hidayat	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	
ngi U Jutipos	M.Febryanto Habibi	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	
A P	Tengku Muhammad Aqshal	4	4	4	3	3	3	3	3	3	4	4	3	4	1	2	3	3	4	3	4	4	3	3	3	1	2	3	2	3	1	
- 10°E	FabimaRamadhani	4	4	3	4	4	3	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	
. 75 <b>F</b>	Thasya Nurshifah	4	4	4	4	3	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	
19 Ida	Mega <mark>Hi</mark> via Natalia	4	4	4	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
19 Bu	Heny Agustia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
	Arma Octavia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
Unultikanya	Rizka Kurnia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
	Mutia 🖾 siah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
	Nadia Indira	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	
區 N	Meysitoh Sari	4	4	3	4	3	3	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	
Initial P 21 F	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	
	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
278 F	Rizky Aditya	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	
	Khasanah Ulya	3	-	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
200 F	Rani Gusnita	3	3	3	3	3	3	2	4	3	4	3	3	3	2	4	3	4	4	3	3	3	3	3	2	3	3	3	2	3	2	
	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
* 274 F 273 V	Ryan Aristafalah	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
₩ A dan menyebutkan sumber:	Weni Nurlita	3	4	4	4	4	4	1	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	1	4	1	1	4	4	4	



### The Result of Questionnaire Response on the 2<sup>nd</sup> Try Out

<b>v</b>	No	Nama																No.	Item														Score
Di b.	Ū.	Thame	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	Score
Pe Pe lara	arc	Arma Octavia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
a. Pengu b. Pengu Dilarang	Dilarang	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	101
utip	33	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
<del>ehgultipanIhalnya uhtuk kepentlinganIpelndidiikani, pe</del> engutipan tidak merugikan kepentingan yang wajar rang mengumumkan dan memperbanyak sebagian		M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	3	3	4	4	1	3	3	4	3	3	3	3	4	3	2	2	2	3	2	3	2	91
tid gur	gut	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	2	2	2	3	2	3	3	85
Inur	Sad	Tengk Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	4	88
me	B	Mega <del>Ol</del> ivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	3	1	1	2	3	3	4	93
an	66	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
<del>lk keplentinganl pelndidikarl, pe</del> gikan kepentingan yang wajar dan memperbanyak sebagian	8	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	1	3	2	3	4	101
an an	193	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
leni Nen	14	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
npe	10	Rizka 🗱 Kurnia	4	4	4	4	3	3	2	4	4	4	4	4	4	1	4	3	3	3	4	3	3	4	3	3	3	1	1	3	3	3	96
)an Itin	12	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	1	2	3	3	3	85
gai gai	17	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	4	3	4	3	2	2	3	3	3	87
n yak	ar	Nadia <b>Ind</b> ira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	84
ang	199	Meysitch Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
g w ba(	Ē.	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	1	3	2	3	2	94
aja giai	140	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
r U	14	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	4	3	3	4	3	4	3	1	2	3	3	3	90
ulN ulN	278	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	2	3	3	2	88
an, Su se	2]	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	86
n <del>e</del> litian, penu UIN Suska R atau seluruh	18r	Khasanah Ulya	4	3	3	4	3	3	1	4	3	4	3	3	4	2	4	3	4	4	3	3	3	3	3	2	3	2	1	2	3	2	89
a R uh	Et al	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
<del>nulisa</del> n k Riau. ıh karya	24	Rani Gusnita	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	86
n karya ilmiah, penyusunan laporan ya tulis ini dalam bentuk apapun tar	sebaajan হাৰদ seluruhদ্ধব্যুপুৰ াড্ৰাইক্ৰাব্ৰাক্সাইনালগাহানাই। সম্প্ৰাহ্যনাই আছিল আছিল বিজ্ঞান বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ বিশ্বান্ধ	State Islamic Un																															



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The Result of Questionnaire Response on the 3<sup>rd</sup> Try Out

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

oilar≱ng⊥meng . Pengutipan	Cipta Name																No.	Item														Score
laığıngn Penguti Domanti		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	Score
g-mengutip gutipan han:	Lesi Levisa	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
nen oan	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	3	1	4	4	4	3	103
lang di	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	3	4	2	1	4	4	4	95
1 ×	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
sæb	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	4	2	2	3	2	3	3	87
sæbægiai a untuk	Tengku Muhammad Aqshal	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	1	1	1	4	4	4	97
	EMega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	4	1	1	2	3	3	4	94
in the set	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	4	2	2	3	3	3	3	91
	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	4	3	1	3	2	3	4	102
	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	89
luru gan	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
	Rizka Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	4	3	4	3	1	1	4	4	4	99
ו שלמעו צַפּּוּשַׁיּעים אַמּזּעַשּ לשַוּוּ שַּוּחַיַדַלּאַשָּׁף אַ אַרּאַד אבעריניקער איז	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	1	2	3	3	3	86
yg ti lidik	Nurdika	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
tigli kar	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	85
	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	91
en Er	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	4	4	1	3	2	3	2	95
initanp peneliti	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
o B B	Mega Pratiwi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
an, p	Shela Syahidah	4	4	4	4	3	3	1	4	4	4	4	4	4	-1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	87
pagtu	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
næ <mark>nçantu</mark> mkan dan menyebutkan sumber: <del>, pen⊌lis</del> an karya ilmiah, penyusunan laporar ⊌ka Biau	State Islamic Un																															



The Result of Questionnaire Response on the 4<sup>th</sup> Try Out

	Hak Ci																						
a. Pengu		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Score
rang	Aina Mardivah	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
utip	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	4	4	4	4	4	1	4	3	71
menguti Itipan ha	Amanda Novika Amanda Novika Septriam Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	4	2	3	3	4	2	4	4	70
utip han	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
şe ya l	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	3	3	4	3	3	2	3	3	62
tip sebagi anya untu	Tengku Muhammad Aqsha	3	3	2	4	3	3	2	3	2	3	3	3	4	3	2	4	3	3	1	3	4	61
ian ik k	Mega Ottvia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	2	3	4	4	4	1	3	4	71
kepe	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	3	4	3	3	2	3	3	66
u se intin	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	4	4	4	4	4	1	3	4	75
larang mengutip sebagian atau seluruh_kanya ชนแฮ inผูtanpamen Pengutipan hanya luntuk kepentingan pendidikan, penelitian, per	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	64
n pe	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
(agy andi	Rizka <b>K</b> a Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
dika	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	1	3	3	60
	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	4	62
inistangaanen penelitian, pe	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
eliti	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	65
an,	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	3	4	4	4	4	1	3	2	68
	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	2	4	3	4	3	3	3	1	64
cantue nulisar	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	3	1	3	3	62
ian 28	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	4	4	2	3	3	3	3	4	66
kar kar	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	62
<u>کھ 2</u>	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
n: 23	Rani Gusnita	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
	AmsarHarefa	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	63
pen 2	Arma Octavia	4	4	4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	1	3	4	76
in่มู่ส่งชุวละrheฏcantumkลุก ๔ุลกะก็คอมyebutkan sumber: perlelitian, pehulisan katya ilmiah, penyusunan laporan	Islamic Un																						



### The Result of Questionnaire Validity Test on the 1<sup>st</sup> Try Out

Hak 1. Di a. b. 2. Di

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	ak 💭	I														С	orrela	tions								_			-		
larang mengutip sebagian atau seluruh karya tutis ini tanpa mencantomkan dan menyebutkan sumber: Pengutipan hanga untuk kepentingan pendidikan, penelitian, genulisan karya ilmian, penyusunan lapoi Pengutipan tidak merugikan kepentingan yak sebagiar UIN guska Riau larang mengumumkan dan memperbanyak sebagiar atau seluruh karya tutis inruatam bentuk apapun	ipta a	ax	X3	Х	x5	хб	x7	x8	x9	x1	x1	x1	x1	x1	x1	X16	X1	x18	x19	x2	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
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heng pan pan heng	ndu 1	.665	.37	.42	.20	.40	-	-	.19	.11	.00	-	.16	-	-	.144	.20	.218	-	.16	.306	433*	332	.477*	-	.250	.087	300	050	28	.254
jutip dan	ngi	ar	2	8*	4	$8^*$	.06	.15	1	5	0	.05	7	.14	.34		5		.073	7					.080					2	
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danigka2-keilen	-Un	$\subseteq$	7	3	8	3	9	8	1	5	00	1	6	1	9		5			6											
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uru Jan htir	.66	SI	.59	.42	.08	.51	-	.08	.33	.41	.24	.27	.31	-		.515	.32	.527	-	.24	.418	152	080	.173	-	.152	.095	252	.011	-	.514**
Janelation Ka	5**	മ	6**	8*	6	4**	.05	1	2	8*	5	4	5	.06	.32	**	6	**	.062	5	*				.004					.283	
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i tar enel r Ull r <sup>7</sup> ata	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
au <sup>p</sup> eatrointian	.37	.596	1	-	.33	.33	/	.22	.56	.48	.27	.19	-	.05	.09	.380		.450		.27	.488	.000	.221	343	.227	.107	333	.056	.194	.097	.494*
el uselationel	2			.14	1	1	.01	1	4**	8*	0	4	.13	9	2		.10		.015	0											
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nkaı ۱ ka a tö	7	25	25	4 25	6	6	3	9	3	3	25	4	0	1	2	25	1	25	25	1	25	25	25	25	25	25	25	25	25	25	25
n da rya flis i	25 .42	25 .428	25	25	25 .16	25 .56	25	25	25 .05	25 .06	25	25	25 .59	25	25	25 .114	25 .58	25	25 .282	25 .29	25 .257	25 142	25 103	25 .518 <sup>**</sup>	25	25	25 .137	25 155	25 .169		25 .360
nfearsonia n	.42 8*	.420	.14	1	.10	.50 4 <sup>**</sup>	-	.04	.05	.00	.03	.16 9	.39 2 <sup>**</sup>	39	.10	.114	.30 4**	.165	.202	.29	.231	142	105	.310	- .067	.044	.137	155	.109	- .124	
acorrelation	0	Sta	.14		1	+	3	9	2	0	.03	2	2	. <i>39</i>	.10		+			0					.007	.044				.124	
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	.03	.033	.48		.44	.00	.06	.81	.77	.74	.87	.42	.00	.04	.63	.588	.00	.430	.172	.15	.216	.497	.624	.008	.750	.835	.515	.461	.420	.554	.077
Sig. (2-tailed)	<b>I</b> 3	0	4		2	3	7	5	9	7	6	0	2	8	4		2			1											
Gr <sup>.</sup> b. a. D.	Hak 25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Dilarang a. Pengu b. Pengu Dilarafig	<b>b</b> 20	.086	.33	.16	1	.50	_	.38	.53	.42	.40	.12	.00	_	.52	.177	.21	.356	.180	.61	.656	.177	.523**	106	.319	-	212	.451*	.739**	.425	.733**
ม มี มี มี มี มี	a D 4	0	1	1		$0^{*}$	.41	9	5**	1*	8*	3	0	.17	3**		5			2**	**					.272				*	
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n h: n ti	<b>1</b> 32	.684	.10	.44		.01	.03	.05	.00	.03	.04	.55	1.0	.39	.00	.398	.30	.080	.390	.00	.000	.398	.007	.613	.121	.188	.309	.023	.000	.034	.000
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seba a u me mka	nd 25	-25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
agia ntuk in d	<b>P</b> _40	-25	.33	.56	.50	1		.11	.53	.42	.20	.43	.20		.19	.177	.39	.356	-	.40	.656	.000	.232	.159	.319	.068	212	.169	.431*	.292	
an a		**	.55	4**	.50	1	.41	.11	. <i>55</i>	.42	.20	. <del></del> 1*	.20	.17	.1)	.177	.57	.550	.045	.40	.050	.000	.232	.157	.517	.000	212	.107	.451	.272	.715
nerozelaen	Ciota Dilinduno 32 0 4 0 8 0 8 0 10 0	Z	1	-			.41	1	5	1	-	1	-	.17	0		5		.045	0											
sel ting per	.04	en S	.10	.00	.01		.03	.59	.00	.03	.32	.03	.32	.39	.34	.398	.05	.080	.831	.04	.000	1.000	.263	.446	.121	.747	.309	.418	.032	.156	000
	.04	-009 	.10	.00	.01		.05	.37	.00	6	.52	.03	.52	.57	.34	.570	.05	.000	.051	.04	.000	1.000	.205	.++0	.121	./ 4/	.507	.410	.032	.150	.000
ר ka pen Jan nya	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
irya ididi yan îk se	23	利	23			23	1	23	23	23	23	23	23		23	.107	23		25	23			449 <sup>*</sup>	.246	23	.500	.450 <sup>*</sup>	23	495 <sup>*</sup>	23	349
l tuli gew Ba	.06	.052	.01	.37	.41	.41		.32	.62	.04	.18	.02	.21	.56 3**	.26	.107	.45	.122	.347	.34	-	268	++7	.240	.082	.500	.450	- .616 <sup>**</sup>	495	.661	549
gran and sin	2	.052	.01	.37	.41	.41		.52	.02	.04		.02	.21	5	.20		.45		.547	.54	.220				.062			.010		.001	
i tar enel r UI n ata	.76	.805	.95	.06	.03	.03		.11	.00	.84	.37	.89	.29	.00	.19	.610	.02	.563	.089	.09	.290	.195	.024	.236	.698	.011	.024	.001	.012	.000	.087
a Cig C2-a lie	.70	.005	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.00	.05	.03		.11	.00	.04	.37	.09	.29	.00	.19	.010	.02	.505	.069		.290	.195	.024	.230	.098	.011	.024	.001	.012	.000	.087
me 1, pr usk	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	6 25	25	25	25	25	25	25	25	25	25	25	25
nca enu a R uh	-	.081	.22	-	.38	.11	25	1	.56	.09	.54	25	-		.53	.177	23	.337	.120	.31		.000	.155	115	.349	.083	259	.176	.321		*
ntur iagu	.15	.001	.22	.04	.50	.11	.32	1	.50	.07	.J <del>+</del> 4 <sup>**</sup>	.19	.27	.07	0**	.1//	.03	.551	.120	.51	.337	.000	.155	115	.577	.005	237	.170	.521	.100	.+57
Dilarang mengutip sebagian atau selupuh karya tulis ini tanga mencantumkan da a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan arya b. Pengutipan tidak merugikan kepentingan yangawapar UIN Suska Riatu. Dilarang mengumumkan dan memperbanyak sebagian atak seluruh karya tulis	.15		T	.04		T	.32				Ŧ	.19	.27	.07	0		.05			0		$1 \angle$									
n da Irya Ilis	.44	.700	.28	.81	.05	.59	.11		.00	.63	.00	.35	.18	.70	.00	.398	.86	.100	.569	.12	.078	1.000	.459	.584	.088	.693	.211	.401	.117	.613	022
Big. (2-giled)		.700	.20	.01	.05	.37	.11		.00	.05	.00	.55	.10	.70	.00	.570	.00	.100	.507	.12	.070	1.000		.504	.000	.075	.211	.401	.117	.015	.022
iffi dalam t	25	Sta	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
yeb per	23	Ŧ	23	23	23	23	23	25	23	23	23	23	25	23	23	23	23	23	25	23		25	23	23	25	25	25	25	25	25	23
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UAU		.19	.332	.56	.05	.53	.53		.56	1	.35	.43	.02	_		.34	.142	16	.190	.006	.43	.507	.118	.396*	305	.236		485*	.449*	.436*	.494	.609**
	Pearson			.30 4**	.05	. <i>33</i> 5 <sup>**</sup>	.55		.30	1	.55	.43 6 <sup>*</sup>			-	.54	.142	.16	.190	.000	.43 6 <sup>*</sup>	.307	.110	.390	305	.230	100	465	.449	.430	.494	.009
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	ilara . Pe . Pe	<b>C</b> <b>D</b> 26	H 25	.00	.77	.00	.00	。 .00	.00		.08	.02	.90	.69	.49	.09	.499	.43	.362	.977	.02	.010	.574	.050	.138	.256	.634	.014	.024	.029	.012	.001
	Big 2 Bill		0 ×	.00	.//	.00	.00	.00	.00		.08	.02	.90	.09	.49	.09	.477	.43	.302	.711	.02	.010	.374	.050	.150	.230	.034	.014	.024	.029	.012	.001
	me Itipa Itipa	<b>1</b> 25	i pst	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ngu In h: In tio	<b>E</b> 11	.418	.48	.06	.42	.42		.09	.35	1	.34	.36	.30		.15	.298	.47	.693	-	.53	.561	.331	.479*	169	-		.233	.058	.369	-	.645**
	hip s high	Ë 5	З.	8*	8	1*	1*	.04	9	0		4	9	6	.13	9		7*	**	.050	5**	**				.147	.115				.045	
	n Controlation ba	nda	Ξ					3							2																	
0	n da	<b>6</b> - 58	.038	.01	.74	.03	.03	.84	.63	.08		.09	.07	.13	.52	.44	.148	.01	.000	.811	.00	.004	.106	.015	.419	.483	.585	.262	.783	.070	.832	.001
	<ol> <li>Dilarang mengutip sebagian atau seluruh karya telis ini tanpa mencan umkan a. Pengutipan hapya untuk kepentingan pendidikan, penelitian, penulisan kary b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riqu.</li> <li>Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tuli</li> </ol>	Hak Cipta Dilindungi Undang-Undang 25	N	3	7	6	6	0	8	6		2	0	7	8	7		6			6											
	au s ienti kep	<b>2</b> 25	(25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	selui inga enti	.00	.245	.27	-	.40	.20	-	.54	.43	.34	1	.35	.16	4	.29	.289		.291	_	.33	.535	.144	.427*	.022	.160	-	065	.484*	.603**	.130	.584**
	ban p	0	ka	0	.03	$8^*$	4	.18	4**	6*	4		2	7	.28	4		.11		.220	3	**					.222					
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1	ya ti idiki ang	1.0	.238	.19	.87	.04	.32	.37	.00	.02	.09		.08	.42	.16	.15	.162	.57	.158	.291	.10	.006	.491	.033	.918	.445	.286	.758	.014	.001	.535	.002
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	anp JINsoti	·	.274	.19	.16	.12	.43	-	-	.02	.36	.35	- 1	.20	-	.10	.305	-	.044	-	-	.081	.218	.315	111	.205	-	091	.299	.242	.216	.324
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2	enc pen ka l	0						8	1						7			8			- 1											
-	Ria 2-Sailed	.81	.184	.35	.42	.55	.03	.89	.35	.90	.07	.08		.33	.67	.61	.139	.93	.835	.132	.47	.701	.296	.125	.597	.325	.720	.664	.147	.243	.300	.114
	umk an k j. rya	1		4	0	8	2	4	9	7	0	5	_	5	9	9		3			2	_										
	ıkan da karya a <del>T</del> alis i	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	a iln mearsonn	.16	.315	-	.59	.00	.20	-	-	-	.30	.16	.20	1	-	-	.144	.64	.218	.293	.33	.306	.433*	.380	.152	-	-	.411*	.046	.201	-	.283
3	niaon penye dalam	7	S	.13	2**	0	4	.21	.27	.08	6	7	1		.57	.21		5**			3					.480	.444				.174	
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Item\_9



	E Divid	42	125	50	00	1.0	22	20	10	60	12	42	22		00	20	40.1	00	205	155	10	127	021	061	460	015	026	041	827	225	407	170
	Sig. (2-tailed)	.42	.125	.52	.00	1.0	.32	.29	.18	.69	.13	.42	.33		.00	.30	.491	.00	.295	.155	.10	.137	.031	.061	.469	.015	.026	.041	.827	.335	.407	.170
	2. D a C	Hank 25	0	0	2	00	8	8	8	7	7	6	5	2.5	3	5		1			3				2.5							
	)ilar Jilar	<b>2</b> <sup>25</sup>	- <u>45</u> a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ang eng	- 4	×	.05	-	-	-	.56	-	-	-	-	-	-	1	-	.250	-	.063	-	-	-	375	370	113	.468	.553	.056	319	305	-	161
		14	.061	9	.39	.17	.17	3**	.07	.14	.13	.28	.08	.57		.02		.40		.445	.43	.298									.113	
Item_14	eng an l an t		pta		9*	7	7		9	2	2	9	7	7**		3		6*			3*											
		Cinta 1 14 1 1 1 1 1 1 1 1 1 1 1 1 1	.773 <b>3</b>	.78	.04	.39	.39	.00	.70	.49	.52	.16	.67	.00		.91	.228	.04	.765	.026	.03	.148	.065	.069	.592	.018	.004	.790	.120	.139	.592	.442
	set ya u k m	n 1		1	8	8	8	3	9	9	8	2	9	3		3		4			1											
	bagi untu an	25 C	75	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	an gikork	<u>-</u> -		.09	-	.52	.19	-	.53	.34	.15	.29	.10	-	-	1	.139	.06	.128	.123	.16	.312	.347	.540**	195	.439	.058	094	.365	.507**	.327	.509**
	n epatat	<b>3</b> 4	.320	2	.10	3**	6	.26	0**	5	9	4	5	.21	.02			6			0					*						
Item_15	u se ntin epe	<b>2</b> 7	S		0			8						4	3																	
	endig (2-miled)	.08	. 559	.66	.63	.00	.34	.19	.00	.09	.44	.15	.61	.30	.91		.509	.75	.542	.557	.44	.129	.090	.005	.351	.028	.784	.656	.073	.010	.111	.009
	uh k igar any	9	ka	2	4	7	7	6	6	1	7	4	9	5	3			5		_	5											
	ndio ndio ak :	25	Ħ	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
	a tu ngasota	.14	.515	.38	.11	.17	.17	.10	.17	.14	.29	.28	.30	.14	.25	.13	1	.15	.567	-	-	.298	.000	.164	169	.399	.289	.225	180	.087	-	.519**
	agreen in lis	4	<b>S</b> **	0	4	7	7	7	7	2	8	9	5	4	0	9		2	**	.032	.14					*					.263	
Item_16	ni ta bend ar L an a														-			_			4											
		.49	.008	.06	.58	.39	.39	.61	.39	.49	.14	.16	.13	.49	.22	.50		.46	.003	.880	.49	.148	1.000	.432	.419	.048	.162	.280	.390	.679	.204	.008
	sel	1		1	8	8	8	0	8	9	8	2	9	1	8	9		7			1											
	enc pen ska urru	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Ria Ria	.20	.326	-	.58	.21	.39	-	-	.16	.47	-	/ -	.64	-	.06	.152	1	.397	.426	.46	.309	.381	.342	.092	-	-	.411*	085	.203	-	.437*
	aryacorrelation	5		.10	4**	5	5	.45	.03	3	7*	.11	.01	5**	.40	6			*	*	9*					.345	.254				.099	
Itom 17	tul			7				7*	6			7	8		6*			$\leq$														
Item_17	dat /a illia	.32	.111	.61	.00	.30	.05	.02	.86	.43	.01	.57	.93	.00	.04	.75	.467		.050	.034	.01	.132	.060	.094	.663	.091	.220	.041	.686	.330	.637	.029
	da da	5		1	2	1	1	2	5	6	6	7	3	1	4	5					8											
	eny Ih, p	25	Sta	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ebu peny		Ite																													
	tkaı /usi		Isl																													
	n su Jina		an																													
	Dilarang mengutip sebagian atau seluguh karya tulis ini tanga mencantumkan dag menyebutkan sumber: a. Pengutipan haaya untuk kepentingan pendidikan, penelitian, penulisan sarya imiah, penyusunan lapoj b. Pengutipan tidak merugikan kepentingan yangawapar UIN Suska Riatu. Dilarang mengumumkan dan memperbanyak sebagian ataa seluruh karya tulis ini dalam bentuk apapun		nic																													
	ang menyebutkan sumber: ilipiniah, penyusunan laporan <sup>gi</sup> irifi dalam bentuk apapun tar		Islamic Un																													
	an		ni													- 2																



	Pearson	.21	.527	.45	.16	.35	.35	.12	.33	.19	.69	.29	.04	.21	.06	.12	.567	.39	1	.144	.47	.693	.000	.186	.009	.201	.176	.279	292	.318	_	.686**
		<b>H</b> 8	0	$0^{*}$	5	6	6	2	7	0	3**	1	4	8	3	8	**	$7^*$			3*	**									.346	
8		ak 20	.007	.02	.43	.08	.08	.56	.10	.36	.00	.15	.83	.29	.76	.54	.003	.05		.492	.01	.000	1.000	.372	.964	.336	.401	.178	.157	.121	.091	.000
	Dilgrang mengutip a. Pengutipan han b. Pengutipan tida Dilarang mengumu	Cipt 5	a	4	0	0	0	3	0	2	0	8	5	5	5	2		0			7											
	ng ngr	ه 225	<b>x</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	mer tipa tipa	lino -	-p	_	.28	.18	_	_	.12	.00	-	-	-	.29	_	.12	-	.42	.144	1	.33	.160	.159	.251	186	-	-	181	096	.243	.053	.073
	ngut ngut	<b>u0</b> .07	.062	.01	2	0	.04	.34	0	6	.05	.22	.31	3	.44	3	.032	6*			0					.097	.324					
	TComelation of s	<b>E</b> 3	m.	5			5	7			0	0	0		5*																	
9	eba a un mei	<b>10</b> <b>a</b> .72	.770	.94	.17	.39	.83	.08	.56	.97	.81	.29	.13	.15	.02	.55	.880	.03	.492		.10	.445	.448	.227	.373	.645	.114	.387	.647	.241	.803	.728
	sebagian ya untuk k k merugik; umkaf <sup>a</sup> dar	<b>ng-l</b> 8	$\sim$	4	2	0	1	9	9	7	1	1	2	5	6	7		4			7											
	n at kep kan	<b>Cipta Dilindungi Undang-Undang</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	au s bent kep	<b>0</b> .16	.245	.27	.29	.61	.40	-	.31	.43	.53	.33	-	.33	_	.16		.46	.473	.330	1	.726	.289	.427*	.130	-	-	.043	.253	.603**	.130	.599**
	selu ment fer	7	SD	0	6	2**	$8^*$	.34	8	6*	5**	3	.15	3	.43	0	.144	9*	*			**				.240	.500					
	bornelation ruh		ka					0					1	1	3*												*					
20	Dilarang mengutip sebagian atau seluruh karga tulis ini tanpa mengantumk a. Pengutipan habya untuk kepentingan pendidikan, penelitian, peiaulisan k b. Pengutiparatidak merugikan kepentingan yang wajar eliNeSuska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya	.42	.238	.19	.15	.00	.04	.09	.12	.02	.00	.10	.47	.10	.03	.44	.491	.01	.017	.107		.000	.162	.033	.535	.247	.011	.837	.222	.001	.535	.002
	Sign(2-tilled)	6	a	1	1	1	3	6	2	9	6	3	2	3	1	5		8														
	tulis Ikan, Ig wa ebagji	25	5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ini per ian	.30	.418	.48	.25	.65	.65	-	.35	.50	.56	.53	.08	.30	-	.31	.298	.30	.693	.160	.72	1	.166	.479*	.080	.197	-	015	.190	.657**	.080	.848**
	ini tanpa penelitan jar gilues an atac s	6	*	8*	7	6**	6**	.22	9	7**	1**	5**	-1	6	.29	2		9	**		6**						.115					
	Correlation a n							0				_			8																	
1	nen pei ska	.13	.038	.01	.21	.00	.00	.29	.07	.01	.00	.00	.70	.13	.14	.12	.148	.13	.000	.445	.00		.429	.015	.705	.344	.585	.944	.362	.000	.705	.000
	men@antumkan ŋ, pei¤ulisan kan iuska Riau. selurun kanga tufi	7		3	6	0	0	0	8	0	4	6	_1	7	8	9		2	C		0											
	tum san ar¥a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
		-	-	.00	-	.17	.00	-	.00	.11	.33	.14	.21	.43	-	.34	.000	.38	.000	.159	.28	.166	1	.822**	470*	-	-	.187	.499*	.218	.282	.230
	da i	.43	.152	0	.14	7	0	.26	0	8	1	4	8	3*	.37	7		1		r 1	9					.347	.601					
2		3*			2			8							5												**					
	eny h, p	.03	.469	1.0	.49	.39	1.0	.19	1.0	.57	.10	.49	.29	.03	.06	.09	1.00	.06	1.00	.448	.16	.429		.000	.018	.090	.001	.370	.011	.296	.172	.269
	-Sig. (2-geneo	1	Ite	00	7	8	00	5	00	4	6	1	6	1	5	0	0	0	0		2											
	menyebutkan sumber: niah, penyusunan lapo dalarri bentuk apapun		Isl																													
	n su Inar		Islamic																													
	n lap		lic																													
	n dan menyebutkan sumber: nya itiniah, penyusunan laporan <sup>earso</sup> dalam bentuk apapun tar		UI																													
	an		2.													1.1																

Item\_20

Item\_19

Item\_18

Item\_21



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N V	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
$N_{\text{Pearson}} \rightarrow$	Ha -	O	.22	-	.52	.23	-	.15	.39	.47	.42	.31	.38	-	.54	.164	.34	.186	.251	.42	.479	.822**	1	-	.017	-	080	.695**	.673**	.531	.557**
	<b>2</b> .33	.080	1	.10	3**	2	.44	5	6*	9*	7*	5	0	.37	0**		2			7*	*			.550**		.617				**	
Dilarang a. tengu b. tengu Dilarang	Cipta	ak		3			9*							0												**					
ng r guti	<b>D</b> 10	.705	.28	.62	.00	.26	.02	.45	.05	.01	.03	.12	.06	.06	.00	.432	.09	.372	.227	.03	.015	.000		.004	.935	.001	.704	.000	.000	.006	.004
nsign(2-gile®) en ar en	ind 5	di	8	4	7	3	4	9	0	5	3	5	1	9	5		4			3											
n ha n tic	D10 5 25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
ip s anya lak	<b>E</b> .47	.173	_	.51	_	.15	.24	-	_	-	.02	-	.15	-	_	_	.09	.009	-	.13	.080	470*	_	1	-	.300	.473*	423*	111	-	007
a ur nete	nda 7*		.34	8**	.10	9	6	.11	.30	.16	2	.11	2	.11	.19	.169	2		.186	0			.550**		.216					.554	
Torrelation of	ng-	K	3		6			5	5	9	_	1		3	5					Ť										**	
an a likar	Undang-Undang	.408	.09	.00	.61	.44	.23	.58	.13	.41	.91	.59	.46	.59	.35	.419	.66	.964	.373	.53	.705	.018	.004		.299	.145	.017	.035	.597	.004	.974
ne iga 2-e ile	ang 6	_	.07		.01				.15	. + 1	.91	.37	.+0	.57	.55	. 717	.00	.704	.575		.705	.010	.004		.277	.145	.017	.055	.571	.004	.)/+
sel nting	2 0	Su		8		6	6	4	-		-				1	25		25	25	5	25	25	25	25	25	25	25	25	25	25	25
luru gan ∩tin	25	LL25 K	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
pe gattore	-	മ	.22	-	.31	.31	-	.34	.23	-	.16	.20		.46	.43	.399		.201	- 1	-	.197	347	.017	216	1	.364	483*	.158	.356	.370	.340
akcomelation	.08	.004	7	.06	9	9	.08	9	6	.14	0	5	.48	8*	9*	*	.34		.097	.24											
a tu dika ng v	0	a		7			2			7	_		0*				5			0											
agiant's tailed	.70	.984	.27	.75	.12	.12	.69	.08	.25	.48	.44	.32	.01	.01	.02	.048	.09	.336	.645	.24	.344	.090	.935	.299		.074	.014	.451	.081	.069	.096
an an	4		5	0	1	1	8	8	6	3	5	5	5	8	8		1			7											
. Dilarang mengutip sebagian atau seluruh karya tulisani tanpa menca a. Bengutipan hanya unguk kepentingan pendadikan, penditian, pendu p. Bengutipan tidak meregikan kepentingan yang wajar UIN Suskar "Dilarang mengumunkan dan memperbanyak sebagian atau seturuh	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
an, Su	.25	.152	.10	-	-	.06	.50	.08	-	-	-	-	-	.55	.05	.289	-	.176	-	-	-	-	-	.300	.364	1	.130	-	494*	-	067
nen per huru	0		7	.04	.27	8	0*	3	.10	.11	.22	.07	.44	3**	8		.25		.324	.50	.115	.601**	.617**					.699**		.514	
				4	2				0	5	2	5	4*				4	e		0*										**	
turr san ary	.22	.469	.61	.83	.18	.74	.01	.69	.63	.58	.28	.72	.02	.00	.78	.162	.22	.401	.114	.01	.585	.001	.001	.145	.074		.536	.000	.012	.009	.751
asig. (2-taileat)	8		1	5	8	7	1	3	4	5	6	0	6	4	4		0			1	1.2										
n da nya	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
arang mengutip sebagian atau seluruh karya tulisani tanpa mencantuma an dan men dengutipan hanya untuk kepentingan pendudikan, penelitian, pendulisan karya ilmiah, engutipan tidak meregikan kepentingan yang wajar UIN Sugkaraiau. المنافع drang mengdmumkah dan memperbanyak sebagian atau seturuh karya tulis ini dala	.08	.095		.13	_		.45		-	.23	-		.41	.05		.225	.41	.279		.04		.187	080	.473*	_	.130	1	440*	254		.026
menyebut niah, peny dalam ber	.00	S	.33	.13	.21	.21	0*	.25	.48	.23	.06	.09	1*		.09	.225		.21)	.181	.07	.015	.107	.000	, , ,	.483	.150	1		.234	.724	.020
antumtan dan menyebut aulisan tarya ilmiah, penyi Riau. <sup>(2</sup> h karya tulis <sup>2</sup> ini dalam ber	/	tate	.55				U		.48 5*	5	.00	.09	1	6	.09		1		.101	2	.015				.40J *					./24 **	
ny Der		e	3		2	2		9	5		Э	1			4								I	I			I	I			

a tulisehi tanpa mencantumetan dan menyebutkan sumber: likan, penelitian, penulisan ilan karya ilmiah, penulusunan laporan ng wajar UIN Suskai karya tulis ini datam bentuk apapun tar item\_26 Item\_27 Item\_27 Item\_27

Islamic Uni

Item\_24



	E Divid	.68	.650	.10	.51	.30	.30	.02	.21	.01	.26	.75	.66	.04	.79	.65	.280	.04	.178	.387	.83	.944	.370	.704	.017	.014	.536		.028	.220	.000	.900
	Sig. (2-tailed)	1		.10	5	.30	.50	.02	.21	4	.20	.75	.00	1	0	.05	.200	.04	.170	.507	.03	.,,,,,	.570	.704	.017	.014			.020	.220	.000	.900
	1. Di 2. Di 5.	25	© <u>3</u> 5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	lara Pei Pei lara	Cin	Q	.05	_	.45	.16	_	.17	.44	.05	.48	.29	.04	_	.36	_	_	_		.25	.190	.499*	.695**	423*	.158		440*	1	.646**	.852	.264
	bur Bur Bur	.30	.252	6	.15	1*	9	.61	6	9*	8	4*	9	6	.31	5	.180	.08	.292	.096	3						.699				**	
	HCoffielation Mer	0	d.		5			6**							9			5									**					
Item_28	n ha n tic	<b>5</b> .14	.225	.79	.46	.02	.41	.00	.40	.02	.78	.01	.14	.82	.12	.07	.390	.68	.157	.647	.22	.362	.011	.000	.035	.451	.000	.028		.000	.000	.203
		Hak Cinta 1 30 130 14 14 16 14 16 10 14 10 10 10 10 10 10 10 10 10 10	m	0	1	3	8	1	1	4	3	4	7	7	0	3		6			2											
	eba 1 un 1 mer	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	giar tuk ugił		.011	.19	.16	.73	.43	-	.32	.43	.36	.60	.24	.20	-	.50	.087	.20	.318	.243	.60	.657	.218	.673**	111	.356	-	254	.646**	1	.543	.702**
	n ata	05	Z	4	9	9**	1*	.49	1	6*	9	3**	2	1	.30	7**		3			3**	**					.494				**	
L 20	nem filmen au s	0	S					5*							5												*					
Item_29	nga nga enti	.81	.50	.35	.42	.00	.03	.01	.11	.02	.07	.00	.24	.33	.13	.01	.679	.33	.121	.241	.00	.000	.296	.000	.597	.081	.012	.220	.000		.005	.000
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	mka ne Lor Baten	Ξ	5	ŕ	.03		Ŭ	3				Ŭ	.072	.107	.052								.155				.105					
Item_5	Pearson Hark Ciptal Dilindungi Ungang-Undang Ca. Perigutipan hanyacuntuk kepertin b. Pengutipan tidak merugikan kepe	ika		75			05		26	10	22	22	712	202	001	070	754	645	222	500	005	002	520	0.62	1.00	212	420	(0)(	1.00	011	100	008
	an lika kig. (2-tuiled)	29	.59	.75	.86		.05	.41	.26	.10	.33	.22	.713	.382	.881	.070	.754	.645	.223	.588	.005	.002	.530	.062	1.00	.313	.430	.606	.169	.011	.100	.008
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item_0	dikig. (2-tailed)	<u>@</u> 2	.09	.75	.04	.05		.41	.57	.10	.33	1.0	.713	.862	.881	.893	.754	.158	.223	.588	.132	.002	.107	1.00	.141	.313	.430	.606	.903	.430	.358	.024
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2		.38	.10	.25	.38	.17	.17		.47	.62	.29	.13	.109	.395	**	.215		.498		.131	.301	.151	.117	.268			*		.352	.439		
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Item_7	A Cipta Dilindungi Ungang-Uadang Dilarang mengutip sebagian kan kepentingan pendidikan, penelitian, penulisan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kan	.06	.64	.22	.06	.41	.41	-	.01		.16	.53	.611	.056	.001	.312	.150	.013	.836	.542	.153	.482	.587	.205	.709	.385	.032	.056	.092	.032	.043	.163
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	ingi Unstang-Undang di jutip sebagiang-Undang di hanyacuntuk keperatingan pendidikan, penelitian, penulisan karya itmian, pe tidak merugikan kepentingan yang wajar UIN Suska Riau.	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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L O	D. ₽earson		.06				-	-	1				-	.022	-	.040	.040	.039	.134	.340	.109	.192	.040	.000	.000	.214	-	-		.303	.117	.409
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	ng r	<b>G</b> *	0	0**	0	5	5	.62	9**		6*	6			.331		.021		.039								.387	.429				
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Item_	k Cipta Dilandung Undang-Undang di Dilarang raengutip sebagiar da selutuh karya talisan az Pengutipan hanya untuk kepentingan perdidikan, pe b. Pengutipan tidak merugikan kepentingan yang wajar Dilarang mengumumkan dan memperbanyak sebagian		9	8	5		0	.13	9	6	6*		*		.460	*		.043		.075		*					.218	.315	**	**		
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Item_	<ul> <li>Hak Cipta Diigndung Undang-Undang ile di tailed di taile</li></ul>	.36	.48	.09	.50	.22	1.0	.53	.14	.19	.01		.001	.256	.024	.046	.416	.843	.605	.727	.339	.044	1.00	.111	.349	.667	.306	.134	.003	.001	.131	.002
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	au.	7	5	6*	8	.07	.07	.10	.04	1	9**	2**		*	.358					.184	.063				.122	.226	.134	.035				
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Item_	<sup>_12</sup> in da	40	.07	.03	.58	.71	.71	.61	.82	.25	.00	.00		.044	.086	.832	.208	.464	1.00	.389	.772	.736	.208	.146	.569	.287	.534	871	.111	.207	.718	.062
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	n tio	ung n ha	ta	_	_	-	-	-	.64	_	_	-	-	_	-	1	-	.371	_	.209	_	_	_	_	_	-	.498	.520	.212	-	-	-	280
	nur			.16	.15	.47	.03	.03	4**	.36	.33	.24	.46	.358	.539		.108		.401		.160	.333	.171	.284	.251	.125	*	**		.414	.301	.612**	
	me nka	Cortelation	i l l k	8	3	8*	2	2		7	1	5	0*		**															*			
It	tem_145 rug	ng- agia	30	.43	.47	.01	.88	.88	.00	.07	.11	.24	.02	.086	.007		.617	.074	.052	.327	.455	.112	.425	.179	.237	.560	.013	.009	.321	.044	.153	.001	.185
	b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kan tem_15 tem_16 te	Hak Cipta Dilindungi Ungang-Ujidang di 1 Dilarafig mengutip sebagiang-ujidang tion tanpa mencantumkan ca. Perigutipan hanyauntuk kepertingan pendidikan, penelitian, penulisan kan	N 15	.43	7	.01	.00	.00	.00	.07	.11	8	4	.000	.007	$\frown$	.017	.074	.052	.521	.+55	.112	.425	.175	.237	.500	.015	.007	.521	.044	.155	.001	.105
	n ke	lang Itau		24			24	24						24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	mpe	g sel	@∮ ⊆		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24 172*
	erba	Bearson	S N	-	.13	-	.37	.02	-	.64	.40	.21	.41	.046	-	-	1	.137	-	-	.244	.023	.153	.137	.448	.022	.383	-	-	.279	.465	.121	.472*
	gan anya	Correlation	<b>2</b> 6	.25	7	.09	6	9	.21	0**	1	9	1*	- /	.038	.108			.100	.037								.073	.266				
It	tem_15	aryandic	カ	1		2			5																								
	ng v seba	Sig. €2-tailed)	<u>7</u> 66	.23	.52	.66	.07	.89	.31	.00	.05	.30	.04	.832	.861	.617		.525	.641	.862	.250	.916	.476	.525	.028	.917	.065	.733	.209	.187	.022	.574	.020
	agia	n, p	<b>-</b> 4	8	5	9	0	3	2	1	2	3	6			-																	
	ar (	nita Den	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Itau		.15	.38	.31	-	.06	.06	.30	.04	-	.30	.17	.267	.025	.371	.137	1	.067	.522	-	-	.217	-	.000	-	.435	.000	.164	-	.114	364	.385
	l se		1	9	8	.02	7	7	3	0	.02	4	4		0					**	.079	.267		.091		.209	*			.231			
	luru					5			-		1							/															
11		nulii	.48	.06	.13	.90	.75	.75	.15	.85	.92	.14	.41	.208	.907	.074	.525		.756	.009	.715	.208	.309	.673	1.00	.327	.034	1.00	.443	.277	.596	.080	.063
	arya		2	0	0	7	4	4	0	2	4	9	6	(											0			0					
	a tu	ıkar	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	n karya tulis ini dalam t	ı da 'Ya	.37	.40	.06	.61	.09	.29	_	.05	.19	.54		.157	.723	-	-	.067	1	.469	.087	.549	.387	.201	.256	-	-	-	.385	-	.196	.268	.455*
It	tem 17 <b>0</b>	Pearson	0	1	7	2**	9	8	.49	9	7	9**	.04		**	.401	.100			*		**				.077	.556	.531		.118			
	ala	Gation	S						8*				3														**	**					
	m b	yeb	tate	'					~ 1				- 1																				
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	bentuk apapun tar	kan daজু menyebutkan sumber: karya ifmian, penyusunan laporar	Un																														



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		Sig. (2-tailed)	.07	.05	.75	.00	.64	.15	.01	.78	.35	.00	.84	.464	.000	.052	.641	.756		.021	.687	.005	.062	.347	.227	.721	.005	.008	.063	.584	.360	.206	.025
	Ņ	) <b>H</b>	Ó	2	6	1	5	8	3	3	7	5	3																				
	Dilo	b. F	<u>3</u> 4	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	arar	ipta aran en	28	.34	.17	.33	.25	.25	.04	.15	-	.47	.11	.000	.241	.209	-	.522	.469	1	-	.408	.652	-	.000	-	.092	-	.258	-	.073	190	.485*
	n Di	guti	CD	8	4	8	8	8	5	4	.03	6*	1				.037	**	*		.075	*	**	.174		.067		.218		.375			
	Inen 180	pan	pt								9																						
	nem_1 agun	ung gutf	<del>.0</del> 6	.09	.41	.10	.22	.22	.83	.47	.85	.01	.60	1.00	.256	.327	.862	.009	.021		.727	.048	.001	.416	1.00	.757	.667	.306	.224	.071	.736	.374	.016
	mur	ak r	m <sub>3</sub> :	6	6	6	3	3	6	2	5	9	5	0											0								
	ıkar	dan ebag umt	<u>74</u>	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	ı da	giar ugiar	C	-	-	.27	-	-	-	.34	.11	-	-	-	.250	<u> </u>	.244	-	.087	-	1	.046	-	.157	.000	-	.063	-	-	-	.049	014	.109
	n m	an da	12	.03	.07	2	.11	.11	.13	8	5	.06	.07	.184		.160		.079		.075			.093			.045		.344	.032	.131			
	L Im	kep	00	4	9		6	6	1			0	5																				
	Item_190	nga	54	.87	.71	.19	.58	.58	.54	.09	.59	.78	.72	.389	.238	.455	.250	.715	.687	.727		.831	.664	.464	1.00	.834	.772	.099	.881	.543	.819	.947	.611
	oan		K <sub>4</sub>	6	5	8	8	8	2	6	1	2	7	- 6											0								
	yak	kar end		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	set	ya ti idik	<u>d</u> 57	.09	.05	.32	.55	.31	-	.18	.26	.35	.20	-	.207	-	.023	-	.549	.408	.046	1	.689	.053	.306	.245	-	-	.298	.230	.401	.621**	.541**
	bagi	wa and son	57	1	3	5	3**	6	.30	9	5	7	4	.063		.333		.267	**	*			**				.396	.535					
	an	jar l							1		-	_																**					
	Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis Item_20tau seluruh karya tulis Item_21tem_	Hak Cipta DilandungeUndang-Undang       (d)         1. Dilarang reengutip sebagiare atau selutuh karya telisani tanga mencang menang tanga tanga selutuh karya telisani tanga mencang menang tangan data menyek         az Pengutipan hanya untuk kepentingan perdidikan, penulisan karya irmiah≽pe         b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	.40	.67	.80	.12	.00	.13	.15	.37	.21	.08	.33	.772	.332	.112	.916	.208	.005	.048	.831		.000	.805	.146	.249	.055	.007	.157	.281	.052	.001	.006
	I Se	Superior and Superior	9	1	5	1	5	2	3	6	0	7	9		0																		
	luru	neno pær	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	h ka	Ria	.30	.23	.21	.26	.59	.59	-	.19	.30	.34	.41	.073	.146	-	.153	.217	.387	.652	-	.689	1		.355	.178	.082	-	.188	.151	.427	.327	.707**
	arya	u. annitia	8	8	7	6	6**	6**	.15	2	- 1	8	5*	. ((		.171				**	.093	**		.155				.427			*		
		an an							1						-		-	1										*					
	<u>Item_21</u> 5.	. ya ita daf	.14	.26	.30	.20	.00	.00	.48	.36	.15	.09	.04	.736	.496	.425	.476	.309	.062	.001	.664	.000		.471	.088	.406	.703	.038	.379	.480	.038	.119	.000
	ii da	- and - B	3	2	9	9	2	2	2	9	3	6	4				5																
	dalam	eny hợp	S <sub>₹4</sub>	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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G	Pearson	-	-	.04	-	-	-	-	.04	.10	.13	.00	.267	.479	-	.137	-	.201	-	.157	.053	-	1	.522	.104	-	-	.254	.196	-	.132	.127
i>		Ì	.07	5	.02	.13	.33	.11	0	3	8	0		*	.284		.091		.174			.155		**		.435	.456			.114		
Di P		12	8		5	5	7	7																		*	*					
Item_22a P	Sipt: ara Per	₽5	.71	.83	.90	.53	.10	.58	.85	.63	.52	1.0	.208	.018	.179	.525	.673	.347	.416	.464	.805	.471		.009	.627	.034	.025	.231	.359	.596	.537	.555
ng i		2	8	3	7	0	7	7	2	3	0	00																				
ner	lind ner		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
n tic	n ha	ta	-	.00	-	.38	.00	_	.00	.23	.31	.33	.306	.290	_	.448	.000	.256	.000	.000	.306	.355	.522	1	-	-	-	.172	.613	.436	.380	.379
mur		<b>1</b> 28	.29	0	.29	7	0	.26	0	6	8	3			.251	*							**		.200	.185	.436		**	*		
nka	Cortenan	ilfk	8		0			8																			*					
Item_23	ng-l agia	× E	.15	1.0	.17	.06	1.0	.20	1.0	.26	.13	.11	.146	.170	.237	.028	1.00	.227	1.00	1.00	.146	.088	.009		.349	.387	.033	.422	.001	.033	.067	.068
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karj Item_24 Item_24 Item_24 Item_25 karj	Hak Cipta Dilindungi Ungang-Uadang 1. Dilarang mengutip sebagiang-uadang Ca. Pengutipan hanya untuk kepentingan pendidikan, penelitan, penulisan kan	NID	7	00	0	2	00	5	00	6	1	1	1110	1170	1207	.020	0	/	0	0	1110				10 17		1000		1001	1000		1000
nen	ang tau oer	2	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
npen	selu	Les Sol	.03	_	.37	.00	.31	.08	.00	.02	_	.20		.087		.022		_	_	_	.245	.178	.104	_	1	.018	-	_	.143	.131	.266	.256
rba		s K <sup>o</sup> a	0	.10	7	.00	0	0	0	4	.03	0	.122	.007	.125	.022	.209	.077	.067	.045	.210	.170	.101	.200	1	.010	.131	.017	.115	.151	.200	.200
nya	Correlation	66.00	Ŭ	4	Í	Ŭ	Ŭ	Ŭ	Ŭ	·	2	Ŭ	.122		.120		.207	.077	.007	.015				.200			.151	.017				
Item_24	rya didi	R	.89	.62	.07	1.0	.14	.70	1.0	.91	.88	.34	.569	.686	.560	.917	.327	.721	.757	.834	.249	.406	.627	.349		.932	.542	.937	.505	.542	.209	
g w	₩ig. 2 -tailed)	50	0	.02	.07	00	1	.70	00	.91	.00	.54	.507	.000	.500	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.321	.721	.151	.054	.247	.400	.027	.577		.752	.542	.757	.505	.542	.207	
giar	, pa	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
n ata	i tar anel	.05						.18	.21	.09	24	.09	24		.498	.383	.435	24	.092	.063	24		24	24		24	.343	24	24	.222	439 <sup>*</sup>	.092
s ne	Beargon		-	.04	-	.21 5	.21		.21				226	-	.490	.303	.435	556	.092	.005	206	.082	125	105	.018	1	.545	225	-	.222	439	.092
ielu	Gorigilation	3	.09	8	.25	3	5	6	4	8	.25	2	.226	.495				.556			.396		.435	.185				.325	.047			
Item_25	nca	80	6	02		21	21	20	21	64			207	014	012	065	024	005	((7	770	055	702	024	207	022		101	121	826	207	022	(70)
iau.	. Sig. 2-tailed)	.80	.65	.82	.23	.31	.31	.38	.31	.64	.24	.66	.287	.014	.013	.065	.034	.005	.667	.772	.055	.703	.034	.387	.932		.101	.121	.826	.297	.032	.670
Riau. karya tulis ini dalam t	mka n kz	4 24	4 24	3	0	3 24	3	5	5	8	0	7 24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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<u> </u>	Bearson	-	-	-	-	-	-	.43	-	-	4.5	-	10.4	-	.520	-	.000	·	-	-	-	-	-	-	-	.343	1	-	-	-	-	508
Item_260	ation Bation	.12 S	.22	.22	.34	.16	.16	9*	.20	.38	.45	.21	.134	.537		.073		.531	.218	.344	.535	.427	.456	.436	.131			.019	.379	.238	.622**	
me	nye , pe	fat	8	8	8	9	9	1	2	7	0*	8						I I	1						I	I						
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	Sig. (2-tailed)	.55	.28	.28	.09	.43	.43	.03	.34	.06	.02	.30	.534	.007	.009	.733	1.00	.008	.306	.099	.007	.038	.025	.033	.542	.101		.931	.068	.263	.001	.011
		Ø	5	4	6	0	0	2	4	2	7	6					0															
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	ipt: ara Per Per	ak	.03	-	.02	.11	.11	.39	-	-	-	-	-	.178	.212	-	.164	.385	.258	-	.298	.188	.254	.172	-	-	-	1	-	-	158	.058
	ng ut	24	8	.37	1	1	1	5	.41	.42	.11	.31	.035			.266				.032					.017	.325	.019		.319	.131		
		i₿t		4					1*	9*	4	5																				
Item_2	n han tigu	24	.85	.07	.92	.60	.60	.05	.04	.03	.59	.13	.871	.405	.321	.209	.443	.063	.224	.881	.157	.379	.231	.422	.937	.121	.931		.129	.541	.462	.787
	nu dak sig == tailed)	<b>m</b> <sub>3</sub>	9	2	3	6	6	6	6	6	7	4																				
	nda seb a u me		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_2 Item_2 Item_2	k Cipta DilandungeUndang-Undang di til til til til til til til til til ti	걪																	24	24								24	1	.647	.667**	.248
			-	.08	-	.29	-	-	-	.31	.18	.57 9 <sup>**</sup>	.334	.035	-	.279	-	-	-	101	.230	.151	.196	.613	.143	-		-	1	.047	.007	.248
	n ke ortelation	Ŧ	.25	9	.27	0	.02	.35	.01	0	9	9			.414		.231	.118	.375	.131						.047	.379	.319				
Item_2	g ntin	S	9		1		6	2	6																							
	erb Sig. (2-tailed)	50	.22	.67	.19	.16	.90	.09	.94	.14	.37	.00	.111	.873	.044	.187	.277	.584	.071	.543	.281	.480	.359	.001	.505	.826	.068	.129		.001	.000	.242
	uh k i pe igar	k∞a	1	9	9	9	3	2	2	0	5	3																				
	ary adi	<del>2</del>	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	a te dika	<u>d</u> 2	-	.11	.09	.50	.16	-	.30	.38	.31	.65	.267	.158	-	.465	.114	.196	.073	.049	.401	.427	-	.436	.131	.222	-	-	.647	1	.373	.623**
	agi: Correlation	<b>5</b>	.03	4	5	7*	9	.43	3	7	2	5**			.301	*						*	.114	*			.238	.131	**			
Itam	an an l		3					9*		-	_					_																
ntem_2	anf jelit	.55	.88	.59	.65	.01	.43	.03	.15	.06	.13	.00	.207	.461	.153	.022	.596	.360	.736	.819	.052	.038	.596	.033	.542	.297	.263	.541	.001		.072	.001
	So C S S S S S S S S S S S S S S S S S S	7	0	6	9	1	0	2	0	2	8	1							_													
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	can nuli nuli	.00	-	.13	.11	.34	.19	-	.11	.36	.31	.31	.078	.101	-	.121		.268	-	-	.621	.327	.132	.380	.266	-	-	-	.667	.373	1	.325
	au.	0	.02	2	9	4	6	.41	7	7	2	7			.612		.364		.190	.014	**					.439	.622	.158	**			
	a Correlation		8					6*						-	**	_	9.,			1.2						*	**					
Item_3	Hak Cipta Dilandunge Undang-Undang       d)       d)       d)         1. Dilarang reengutige sebagiare atau selukuh karya telisani tanga mencang metan dag menyebut az Pengutipan hanya untuk kepentingan perdidikan, penelitikan, penulisan karya ikmiah penyebut b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.       d)         2. Dilarang mengumumkan dan memperbanyak sebagian gtau seluruh karya tuljis ini dalam ber	1.0	.89	.53	.57	.10	.35	.04	.58	.07	.13	.13	.718	.639	.001	.574	.080	.206	.374	.947	.001	.119	.537	.067	.209	.032	.001	.462	.000	.072		.121
	ini dalam	00	.05	.55	.57	0	.55	3	5	.07	8	1	., 10	,				.200	1071						07							. 1 - 1
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ca. Penğutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

Pengutipan

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar

tidak merugikan kepentingan yang wajar UIN Suska Riau.



### The Result of Questionnaire Validity Test on the 3<sup>rd</sup> Try Out

	Di b.														(	Correla	tions															
	 Dilaranı a. Peng b. Peng Dilaranı	¥1	x2	x3	x4	x5	хб	x7	x8	x9 >	:10	x11	x12	X13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
	B Parsa Greation	9 : P	.904* *	.701*	.790**	013	.322	- .499 <sup>*</sup>	.350	.538 .	552*	.488*	.356	.424*	429*	.118	.418	.498*	.138	271	.069	.138	351	324	.424*	.006	371	454*	.250	.428*	.234	.568**
Item_1	n n gun S辑. 梁ta垂d)	t a	.000	.000	.000	.954	.144		.110	.010	008	.021	.104	.049	.046	.603	.053	.018	.541	.222	.760	.541	.109	.142	.049	.97 <b>9</b>	.089	.034	.261	.047	.295	.006
	und: seb ya u k∠m	<b>m</b> 22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	an der gersten	.904*	1	.753*	.701**	250	.111	381	.254	428*.	638*	.378	.449*	.524*	330	.036	.647* *	.607**	.184	272	134	041	094	313	.524*	136	5431 <sup>*</sup>	•342	.155	.311	.155	.533 <sup>*</sup>
Item_2	Und an add kat	.000		000	.000	261	62.2	.080	254	047	001	.083	036	012	134	.874	.001	003	.411	.222	.553	.856	.678	.156	.012	545	045	.119	.491	.160	.492	.011
	ang au s au s hep	-		22	22	22									22		22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	elur ngai entii	<b>7</b> 01	.753*	1	.366		166		.590*			.625*		.332	469*	.426*	.535*	.428*	051	254		051	.097	.000		169	)-	_	.545**	.542**	.593**	.647**
	any e K	ka	*					.596* *				*															.594**	.635**				
Item_3	nd aryand)	<b>R</b> .000	.000		.094	.714	.461	.003	.004	.000	000	.002	.007	.131	.028	.048	.010	.047	.822	.253	.871	.822	.668	1.000	.131	.452	.004	.002	.009	.009	.004	.001
	ikan ikan ig אַ	22 22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	ajararation	.790*	.701*	.366	1	013	.322	-	.350		552*	.488*	.356	.623*	-	.118	.418	.701**	.138	065	.069	.138	351	324	.623*	123	3371	349	.140	.428*	.234	.533*
Item_4	atau	*	*					.499*		*				*	.579**										*							
item_4	Signe (On taidled)	.000	.000	.094		.954	.144	.018		.076 .	008	.021	.104	.002	.005	.603	.053	.000	.541	.772	.760	.541	.109	.142	.002	.585	.089	.112	.534	.047	.295	.011
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	Kar Pairs a Correlation	- .013	250	083	013	1	.500*	010	.170	.187 .	097	.132	169	208	.046	.327	113	.025	.417	.038	.843**	.733**	.049	.439*	.061	.247	101	.305	.068	.169	.132	.420
Item_5	Ya Sig. (Zatazed)	.954	.261	.714	.954		.018	.966	.451	404 .	668	.557	.451	.353	.838	.137	.615	.912	.054	.866	.000	.000	.828	.041	.787	.268	.655	.168	.764	.451	.560	.051
	in da arya z ulis i	22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Di Pearson Correlation	.322	.111	166	.322	.500*	1	.051	241	100 -	.043	236	280	087	.115	105	202	.111	.307	203	.389	.588**	263	.000	.153	.241	.000	.277	230	194	096	.145
Item_6	alan Sig. (2-tailed)	St44	.622	.461	.144	.018		.822	.279	.658 .	849	.291	.207	.700	.610	.643	.368	.622	.165	.364	.074	.004	.237	1.000	.498	.280	1.000	.212	.304	.388	.670	.518
	a ilna ah.emped na ilna ah.emped s ini dalam bentuk apapun ta	te			I	I															I	I	I	I	I	I	I	1	1	1	I	I
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	Pearson Correction	- இ99	*381	- .596 <sup>*</sup>	499*	010	.051	1	- .654 <sup>*</sup>	- .835 <sup>*</sup>	- .605 <sup>*</sup>	- .792 <sup>*</sup>	- .605*	- .566 <sup>*</sup>	.900**	- .616 <sup>***</sup>	308	531*	.445*	048	.051	.101	062	239	419	.09 <b>9</b>	.712**	.828**	- .871 <sup>**</sup>	- .841 <sup>**</sup>	- .660 <sup>**</sup>	596**
Item_7	k Cipta ⊑ Dilarang a. Pengu b. Pengu Dilarang	2018	.080	.003	.018	.966	.822		.001	.000	.003	.000	.003	.006	.000	.002	.163	.011	.038	.831	.822	.653	.782	.285	.052	.660	.000	.000	.000	.000	.001	.003
	Dilir g me jutip jutip	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	i <b>lindu∰gi Undan</b> menggitip s∰ag tipan ¶anya∰unt tipan ∰dak meru mengumumkan	350 a	.254	.590 <sup>*</sup>	.350	.170	241	- .654* *	1	.706 <sup>*</sup>	.339	.640 <sup>*</sup>	.210	.166	- .563 <sup>**</sup>	.779**	.439*	.254	125	.319	.091	.028	111	.000	.166	.17 <b>7</b>	487*	- .665 <sup>**</sup>	.473*	.690**	.554**	.587**
Item_8	Unda ) seed )yaduta Nyaduta Nyaduta Nyaduta	<b>P</b> .	.254	.004	.110	.451	.279	.001		.000	.123	.001	.347	.461	.006	.000	.041	.254	.579	.148	.689	.902	.622	1.000	.461	.431	.021	.001	.026	.000	.008	.004
	ng-Un agian a ntuk ke rugika in dan	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	n atang kepan kan men	538 S	*.428	*.773*	.386	.187	.100	- .835* *	.706*	1	.658* *	.707*	.516*	.327	- .622 <sup>**</sup>	.762**	.363	.428*	307	095	.100	.031	.070	.235	.327	.008	- .646 <sup>**</sup>	- .734 <sup>**</sup>	.762**	.762**	.793**	.735**
Item_9	self ting@tated) penter:	<b>C</b> (010	.047	.000	.076	.404	.658	.000	.000		.001	.000	.014	.138	.002	.000	.097	.047	.165	.675	.658	.892	.756	.293	.138	.970	.001	.000	.000	.000	.000	.000
	uh k ∩ pe ∩g⊉r	222	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_9 Item_1	aryacurrelation	<u>ج</u> 552	*.638	*.713*	.552**	.097	043	- .605*	.339	.658 <sup>*</sup>	1	.730 <sup>*</sup>	.817* *	.726 <sup>*</sup>	- .574 <sup>**</sup>	.393	.625* *	.828**	.059	280	.194	.059	.385	.303	.726 <sup>*</sup>	406	.695**	340	.599**	.650**	.597**	.821**
Item_1	an, pagia	.008	.001	.000	0.08	.668	.849	003	.123	.001		.000	000	.000	005	.070	.002	.000	.793	.207	.388	.793	.077	.171	000	061	.000	.122	.003	.001	.003	.000
	n ata	22	22	22	22	22		22					22		22	22	22	22	22	22	22	22	22	22	22	22	22	22				22
	npa r litian N Su N Su	.488			.488*		236		.640*		.730 <sup>*</sup>		.730*		_	.570**	.389	.567**	108	096	.236	.108	.124	.302	.462*	180		-	.821**			.753**
	tanpa menca nelitian, genu UJN Susta R atau seluruh			*				.792*	*	*	*		*	*	.768**												.623**	.637**				
Item_1	1 h kar	.021	.083	.002	.021	.557	.291	.000	.001	.000	.000		.000	.001	.000	.006	.073	.006	.631	.672	.291	.631	.582	.173	.030	.422	.002	.001	.000	.000	.001	.000
	التق listan karya karya tulis	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item 1	ulis ini Pears	.356	.449	*.556*	.356	169	280	- .605*	.210	.516*	.817*	.730 <sup>*</sup>	1	.726*	- .574 <sup>**</sup>	.266	.469*	.638**	158	280	043	158	.385	.303	.540 <sup>*</sup>	406	5- .556**	438*	.702**	.650**	.480*	.579**
Item_1		Stat	.036	.007	.104	.451	.207	.003	.347	.014	.000	.000		.000	.005	.231	.028	.001	.481	.207	.849	.481	.077	.171	.009	.061	.007	.041	.000	.001	.024	.005
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N Pearson Corretation	.424	*.524*	.332	.623**	208	087	- .566 <sup>*</sup>	.166	.327	.726*	.647*	.726*	1	- .665 <sup>**</sup>	.217	.554*	.909**	.010	080	087	.010	.401	.307	.812*	394	- .633 <sup>**</sup>	240	.484*	.574**	.319	.603**
Pearson Correst Cipta Dilindungi Undang-Undang 1777 A. Pengutipan Banyaduntuk kepentin 2. Dilarang mengumumkan dan memp Item_14 mengumumkan dan memp	H						*							.005												.035					
Standarian	249	.012	.131	.002	.353	.700	.006	.461	.138	.000	.001	.000		.001	.333	.007	.000	.965	.724	.700	.965	.064	.165	.000	.06 <b>9</b>	.002	.282	.023	.005	.148	.003
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gu Petersen Corretation	429	330	- .469 <sup>*</sup>	.579**	.046	.115	.900 <sup>*</sup>	- .563 <sup>*</sup>	- .622*	- .574 <sup>*</sup>	- .768 <sup>*</sup>	- .574 <sup>*</sup>	- .665 <sup>*</sup>	1	420	179	- .620 <sup>**</sup>	.341	060	066	.008	078	232	- .523*	.348	.691**	.722**	- .738 <sup>**</sup>	- .689 <sup>**</sup>	- .657**	492*
mun Item_14 m	Β.							*	*	*	*	*	*																		
nkan	.046	.134	.028	.005	.838	.610	.000	.006	.002	.005	.000	.005	.001		.051	.424	.002	.121	.790	.771	.973	.730	.300	.013	.112	.000	.000	.000	.000	.001	.020
<b>g-Ur</b> jian uk k uk k dar	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22			22
n me partantion	28	.036	.426*	.118	.327	105	- .616 <sup>*</sup>	.779 <sup>*</sup>	.762 <sup>*</sup>	.393	.570 <sup>*</sup>	.266	.217	420	1	.380	.299	309	.322	.060	007	.244	.420	.217	.187	434*	450*	.598**	.752**	.678**	.681**
Item_14 Item_14 Item_14 Item_14 Item_14 Item_14 Item_15 Item_16 Item_16 Item_17 Item_1	SL						*																								
stalled) Stalled an p	603			.603			.002							.051		.081	.176	.161	.144	.792	.976	.274	.051			.044		.003			.000
kary bend ≩n y; ≩n y;	22 218	22 .647*	22 .535	22 .418	22 113	22 202	22		22 .363		22 .389		22 554*	22 179	22 .380	22	22 .647**	.279	.082	202	22 093	22 .319	22 .000	22 .554*	22	22 533*	22 126	22	*	22 .050	22 .659**
Se Dearson Correlation	9 1410	*	.355	.410	115	202	306	.439	.305	.023 *	.309	.469*	.554*	179	.360	1	.047	.219	.062	202	095	.319	.000	*	.031	555	120	.170	.469*	.030	.039
Item_16 $\mathbf{a}$ $\mathbf{a}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{c}$	.053	.001	.010	.053	.615	.368	.163	.041	.097	.002	.073	.028	.007	.424	.081		.001	.209	.717	.368	.681	.148	1.000	.007	.820	.011	.577	.434	.028	.825	.001
ii tar enel ır∠Ul n ata	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
S Poorsen Correlation		*.607* *	.428*	.701**	.025	.111	- .531 <sup>*</sup>	.254	.428*	.828* *	.567 <sup>*</sup>	.638 <sup>*</sup>	.909 <sup>*</sup>	- .620 <sup>**</sup>	.299	.647* *	1	.184	072	.111	.184	.422	.313	.909* *	386	719 <sup>**</sup>	139	.368	$.500^{*}$	.397	.750**
i tanperrelation enelitien, pertecantumer natau seluruh karya t	.018	.003	.047	.000	.912	.622	.011	.254	.047	.000	.006	.001	.000	.002	.176	.001		.411	.749	.622	.411	.050	.156	.000	.076	.000	.538	.092	.018	.067	.000
nulis Rigu h ka	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pearson Correlation	.138	.184	051	.138	.417	.307	.445*	125	307	.059	108	158	.010	.341	309	.279	.184	1	177	.588**	.741**	.067	.000	.231	.098	083	.611**	479*	277	425*	.229
Item_18 Sig. (Stated)		.411	.822	.541	.054	.165	.038	.579	.165	.793	.631	.481	.965	.121	.161	.209	.411		.432	.004	.000	.766	1.000	.302	.665	.715	.003	.024	.212	.049	.304
ini <sub>N</sub> iin an	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_19 Pearson Correlation	Sta71	272	254	065	.038	203	048	.319	095	280	096	280	080	060	.322	.082	072	177	1	203	177	012	.000	080	.236	073	005	088	.087	073	051
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	.2	22 .	222	.253	.772	.866	.364	.831	.148	.675	.207	.672	.207	.724	.790	.144	.717	.749	.432		.364	.432	.958	1.000	.724	.290	.747	.983	.696	.699	.748	.823
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Pearson Correlation	4	69 -	.134	.037	.069	.843*	.389	.051	.091	.100	.194	.236	043	087	066	.060	202	.111	.588**	203	1	.869**	.058	.391	.153	071	179	.277	.036	.043	.207	.374
E Cata and C	K?C	60.	553	.871	.760	.000	.074	.822	.689	.658	.388	.291	.849	.700	.771	.792	.368	.622	.004	.364		.000	.796	.072	.498	.754	.425	.212	.873	.849	.356	.086
ilindu meng Itipan Itipan	2	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
n han tigation		38 -	.041	051	.138	.733*	.588 <sup>*</sup>	.101	.028	.031	.059	.108	158	.010	.008	007	093	.184	.741**	177	.869**	1	.067	.360	.231	.098	248	.377	111	059	006	.363
Unda nyatation	n Iti	41.	856	.822	.541	.000	.004	.653	.902	.892	.793	.631	.481	.965	.973	.976	.681	.411	.000	.432	.000		.766	.100	.302	.665	.267	.084	.622	.793	.978	.097
lang-l bagia juntuk	22		22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Une In a			.094	.097	351		263	062	111				.385			.244	.319	.422	.067		.058	.067	1	.823**			472*			.113	.225	.306
kep															$\wedge$																	
Sonti Sonti	S the	09.	678	.668	.109		.237		.622	.756		-				.274	.148		.766	.958	.796	.766		.000		.110						.166
ruh In pe	a a	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
revenue de la constante de la		24	.313	.000	324	.439*	.000	239	.000	.235	.303	.302	.303	.307	232	.420	.000	.313	.000	.000	.391	.360	.823**	1	.307	1 <b>99</b>	459*	.162	.510*	.303	.388	.399
	at	42.	156	1.00 0	.142	.041	1.00 0	.285	1.00 0	.293	.171	.173	.171	.165	.300	.051	1.00 0	.156	1.000	1.000	.072	.100	.000		.165	.374	.032	.470	.015	.171	.075	.066
ini taı pene jar <sub>z</sub> UI	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pogrsan,	.4	24*.	524*	.332	.623**	.061	.153	419	.166	.327	.726 <sup>*</sup>	.462*	.540* *	.812* *	523*	.217	.554* *	.909**	.231	080	.153	.231	.401	.307	1	394	- .633**	041	.275	.388	.319	.668**
Sig. (@taited)	.0	49.	012	.131	.002	.787	.498	.052	.461	.138	.000	.030	.009	.000	.013	.333	.007	.000	.302	.724	.498	.302	.064	.165		.06 <b>9</b>	.002	.857	.215	.074	.148	.001
Riau. Pearson Grrelation	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pearson Perrelation	.0	06 -	.136	169	123	.247	.241	.099	.177	.008	406	180	406	394	.348	.187	.051	386	.098	.236	071	.098	350	199	394	1	.229	.056	166	.044	369	.000
Sig. (2 taited)	.9	79.	545	.452	.585	.268	.280	.660	.431	.970	.061	.422	.061	.069	.112	.406	.820	.076	.665	.290	.754	.665	.110	.374	.069		.306	.805	.459	.846	.091	1.000
a ilm	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
n men Imiah,	S						I	I													1					I			l			l
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er:	CI	4 4																														

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar Item\_21 Item\_22 Item\_23 Item\_24 Item\_25 Item\_24 Item\_25 Item\_24 Item\_25 Item\_24 Item\_25 Item\_2 enyusunan laporan

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Pearson Correlation	- .371	- .431*	- .594*	371	101	.000	.712 <sup>*</sup>	- .487*	- .646*	- .695* *	- .623 <sup>*</sup>	- .556*	- .633*	.691**	434*	- .533*	- .719 <sup>**</sup>	083	073	179	248	472*	459*	- .633*	.229	1	.410	- .625**	- .556 <sup>**</sup>	489*	683**
Item_26 $\overset{\text{N}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{Sig}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{Sig}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{In}}}}}}}}}}$	் 989 ப	.045	.004	.089	.655	1.00 0	.000	.021	.001	.000	.002	.007	.002	.000	.044	.011	.000	.715	.747	.425	.267	.027	.032	.002	.306		.058	.002	.007	.021	.000
rang engu engu rang	k <sub>22</sub>	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
illindation mengur tipant ha mengur u	10 7454	.342	2- .635 <sup>*</sup>	349	.305	.277	.828*	- .665*	- .734 <sup>*</sup>	340	- .637 <sup>*</sup>	- .438 <sup>*</sup>	240	.722**	450*	126	139	.611**	005	.277	.377	.261	.162	041	.056	.410	1	- .708 <sup>**</sup>	- .644 <sup>**</sup>	- .604 <sup>***</sup>	259
Item_27 mumk	-	.119	.002	.112	.168	.212	.000	.001	.000	.122	.001	.041	.282	.000	.036	.577	.538	.003	.983	.212	.084	.240	.470	.857	.805	.058		.000	.001	.003	.245
ang. bagii untu erug an c	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
<b>-Un</b> ∉an an æa jika⊉a k kepe k kepe k me	.250 Z	.155	.545* *	.140	.068	230	.871*	.473*	.762*	.599 <sup>*</sup>	.821*	.702 <sup>*</sup>	.484*	- .738 <sup>**</sup>	.598**	.176	.368	479*	088	.036	111	.305	.510*	.275	166	5- .625**	- .708 <sup>**</sup>	1	.843**	.683**	.543**
Item_28 mp ep nt s set d)	S 1261	.491	.009	.534	.764	.304	.000	.026	.000	.003	.000	.000	.023	.000	.003	.434	.092	.024	.696	.873	.622	.167	.015	.215	.45 <b>9</b>	.002	.000		.000	.000	.009
an p ting	S 22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
<ul> <li>Hak Cipta Dilindignal Undang-Undang</li> <li>1. Difference of the provided and the</li></ul>	20 7∰28	*.311	.542*	*.428*	.169	194	- .841*	.690*	.762 <sup>*</sup>	.650* *	.913 <sup>*</sup>	.650* *	.574* *	- .689 <sup>**</sup>	.752**	.469*	.500*	277	.087	.043	059	.113	.303	.388	.044	- .556 <sup>**</sup>	- .644 <sup>**</sup>	.843**	1	.576**	.756**
Item_29 bagi (D_tailed)	<b>C</b> .047	160	009	.047	451	388	000	000	.000	001	.000	001	.005	000	.000	.028	.018	.212	.699	.849	.793	.616	.171	074	846	.007	.001	.000		.005	.000
an a	22	22	22	22	22	22	22			. 1		22	22	22		22	22	22	22	22	22		22				22			.005 22	22
i tanpa mencado nelitiano penutration natau seluruh - Item_30 Item_30		.155			.132	096	-	.554*				.480 <sup>*</sup>		-	.678**		.397	425 <sup>*</sup>	073	.207	006	.225	.388	.319		9489*	-		.576**		.556**
e Pearson Correlation			ľ				.660* *				~			.657**													.604**				
Item_30 Lh Stand)	.295	.492	.004	.295	.560	.670	.001	.008	.000	.003	.001	.024	.148	.001	.001	.825	.067	.049	.748	.356	.978	.315	.075	.148	.091	.021	.003	.000	.005		.007
umk an F u <sub>z</sub> arya	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
karya tulis Pearson Qurrelation	.568 *	*.533*	.647	*.533*	.420	.145	- .596 <sup>*</sup>	.587*	.735* *	.821* *	.753 <sup>*</sup>	.579 <sup>*</sup>	.603* *	492*	.681**	.659*	.750**	.229	051	.374	.363	.306	.399	.668*	.000	- .683 <sup>**</sup>	259	.543**	.756**	.556**	1
Score dini an m							*																								
s ini dalam bentuk apapun tar		.011	.001	.011	.051	.518	.003	.004	.000	.000	.000	.005	.003	.020	.000	.001	.000	.304	.823	.086	.097	.166	.066	.001	1.0 <b>0</b> 0	.000	.245	.009	.000	.007	
ebut eny	te																										I	l			I
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tanpa mencantumkan dan menyebutkan sumber: nelitian, penulisan karya ilmiah, penyusunan laporan UIN Suska Riau. atau seluruh karya tulis ini dalam bentuk apapun tar	State Islamic Uni



### The Result of Questionnaire Validity Test on the 4<sup>th</sup> Try Out

Score

.692\*

.000

25

.702\*\*

.000

25

.754\*\*

.000

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.422\*

.036

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.045

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.035

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		Ha											Corr	elation	S								
a. Pengu	ta D	k c		x1	x2	x3	x4	x5	хб	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x1 <b>9</b>	x20
lipa	lind	Pearson Corr	elation	1	.852* *	.668**	.519**	.280	.480*	423*	.304	.545**	.554**	.387	.220	.282	.043	.370	.460*	.352	.352	271	.352 .
	bung Bun	â			000	000	000	175	015	025	1.40	005	00.4	056	200	170	0.27	0.00	021	0.04	0.04	100	00.4
nya	lindungi Undang-Undang	Sig_(2-tailed	1)		.000		.008	Į	.015	.035	.140	.005	.004	.056	.290	.172		.069	.021	.084	.084	.19 <b>0</b>	.084
unt	dan	N I		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
ukk	g-U	Pearson Corr	elation	.852**	1	.738**	.529**	040	.363	305	.229	.455*	.678**	.342	.342	.439*	010	.587**	.587**	.445*	.257	3 <b>57</b>	.257
Eperie G	ndar	Sig. (2-tailed	)	.000		.000	.007	.848	.075	.138	.270	.022	.000	.094	.094	.028	.963	.002	.002	.026	.216	.08 <b>0</b>	.216
u se	Dig	N C		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
igan		Pearson Corr	relation	.668**	.738 <sup>*</sup>	1	.120	.137	.137	430*	.519**	.763**	.689**	.547**	.404*	.153	.342	.565**	.282	.250	.250	383	.410*
e Iter	<b>ন্ন_</b> 3	Q Sig. (2 toiled	D	.000	.000		.566	.515	.515	.032	.008	.000	.000	.005	.045	.465	005	.003	.171	.229	.229	.059	.042
idid		Sig. 62-tailed	.)																				
ika	÷ -	N Q		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pengutipan hanya untuk kepentingan pendidikan, penelitian,	5	Pearson Corr	elation	.519**	.529 <sup>*</sup>	.120	1	120	.280	423*	.177	.177	.387	.220	.220	.603* *	077	.109	.600**	.165	.165	388	.352 .
Telle F	₩_4	Sig. (2-tailed	)	.008	.007	.566		.567	.175	.035	.397	.398	.056	.290	.290	.001	.714	.603	.002	.431	.431	.056	.084
lan,	5 R	Ν		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
pen	222	Pearson Corr	elation	.280	040	.137	120	1	.500*	107	.316	.368	.250	.250	167	080	.391	.065	.140	.421*	.656**	1 <b>75</b>	.187 .
d liter	2 2_5	Sig. (2-tailed	)	.175	.848	.515	.567		.011	.610	.124	.070	.228	.228	.426	.704	.053	.757	.504	.036	.000	.403	.370 .
an ka		Ν		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
arya	2	Pearson Corr	elation	.480*	.363	.137	.280	.500*	1	107	.000	.368	.250	.042	167	.120	.090	.065	.315	.421*	.656**	1 <b>75</b>	047 .
Iter	n_6	Sig. (2-tailed	)	.015	.075	.515	.175	.011		.610	1.000	.070	.228	.843	.426	.567	.668	.757	.125	.036	.000	.403	.824 .
ah, pen		N State		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
n, penulisan karya ilmiah, penyusunan laporan	iten cumber:	Islamic Uni																					



äĺ	Pearson Correlation	423*	305	430 <sup>*</sup>	423*	107	107	1	- .520**	- .740**	488*	488*	339	- .435*	370	042	515**	.248	087	.654**	- .756 <sup>**</sup>	412*	503*
Hak Cipta	Sig 2-tailed)	.035	.138	.032	.035	.610	.610		.008	.000	.013	.013	.097	.030	.069	.843	.008	.233	.679	.00 <b>0</b>	.000	.041	.010
k Cipta Dilindungi I Dilarang mengunin	NBN	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
and	Rearson Correlation	.304	.229	.519**	.177	.316	.000	-	1	.620**	.290	.553**	.026	.076	.723**	.350	.199	.118	.267	387	.563**	.443*	.611**
)iling	i p							.520**															
dung	Sig. (2-tailed)	.140		.008	.397	.124	1.000	.008		.001	.160	.004	.900	.718		.086	.340	.573	.198	.056		.026	.001
gi U	N B	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25		25	25
Dilindungi Undang-Undang	Pearson Correlation	.545**	.455*	.763**	.177	.368	.368	- .740 <sup>**</sup>	.620**	1	.628**	.501*	.245	.191	.568**	.303	.395	.040	.327	529**	.614**	.489*	.734**
J-Un	Sig. (2-tailed)	.005	.022	.000	.398	.070	.070	.000	.001	A.	.001	.011	.237	.359	.003	.140	.051	.849	.110	.00 <b>7</b>	.001	.013	.000
dan	N <b>Z</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.554**	.678*	.689**	.387	.250	.250	488*	.290	.628**	1	.653**	.653**	.614 <sup>*</sup>	.311	.559**	.735**	.359	.359	578**	.554**	.422*	.856**
	Sign(2-tailed)	.004	.000	.000	.056	.228	.228	.013	.160	.001		.000	.000	.001	.130	.004	.000	.078	.078	.002	.004	.035	.000
karva	NR	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ť.	Pearson Correlation	.387	.342	.547**	.220	.250	.042	488*	.553**	.501*	.653**	1	.653**	.447*	.562**	.423*	.298	.164	.359	335	.749**	.535**	.778**
ທ ຫຼາ_11	Sig. (2-tailed)	.056	.094	.005	.290	.228	.843	.013	.004	.011	.000		.000	.025	.003	.035	.149	.434	.078	.101	.000	.006	.000
1 n n	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
л Л	Pearson Correlation	.220	.342	.404*	.220	167	167	339	.026	.245	.653**	.653**	1	.447*	.186	.423*	.298	031	031	214	.554**	.310	.497*
<b>P1</b> 2	Sig. (2-tailed)	.290	.094	.045	.290	.426	.426	.097	.900	.237	.000	.000		.025	.374	.035	.149	.882	.882	.305	.004	.132	.011
cant	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
im	Pearson Correlation	.282	.439*	.153	.603**	080	.120	435 <sup>*</sup>	.076	.191	.614**	.447*	.447*	1	.077	.281	.802**	.210	.210	663**	.397*	.181	.492*
ິນ m_13	Sig. (2-tailed)	.172	.028	.465	.001	.704	.567	.030	.718	.359	.001	.025	.025		.714	.173	.000	.314	.314	.00 <b>0</b>	.049	.386	.012
dan	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
m@nvehut	Pearson Correlation	.043	010	.342	077	.391	.090	370	.723**	.568**	.311	.562**	.186	.077	1	.368	.097	096	.186	218	.609**	.607**	.577**

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar 월. Dilarang m@ngutip sebagi뤌n atau seluru虧 karya tulis 箇i tanpa m@ncantumkar월dan m@nyebutkan sumber: a. Pengutipān hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmian, penyusunan laporan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Islamic Uni



	اقر	Sig. (2-tailed)	.837	.963	.095	.714	.053	.668	.069	.000	.003	.130	.003	.374	.714		.070	.645	.649	.373	.296	.001	.001	.003
	. <u></u> →	N O	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
ь а р	Dil	Pearson Correlation	.370	.587*	.565**	.109	.065	.065	042	.350	.303	.559**	.423*	.423*	.281	.368	1	.283	.469*	.165	201	.317	077	.628**
Pengutipa	ak Cipta D Dilarang	Sig. (2-tailed)	.069	.002	.003	.603	.757	.757	.843	.086	.140	.004	.035	.035	.173	.070		.171	.018	.432	.335	.123	.714	.001
utip	Dilin g me	N-D	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
2 7	<b>ilindungi l</b> mengutip		.460*	.587*	.282	.600**	.140	.315	_	.199	.395	.735**	.298	.298	.802*	.097	.283	1	.387	.387	7 <b>19</b> **	.387		.610**
hanya untuk tidak meruni	igi Uy	Pearson Correlation		*					.515**						*									
	ngeba	Sig. (2-tailed)	.021	.002	.171	.002	.504	.125	.008	.340	.051	.000	.149	.149	.000	.645	.171		.056	.056	.000	.056	.357	.001
TUK	Jndang-Ur		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Kepi	nda 1 ata	Pearson Correlation	.352	.445*	.250	.165	.421*	.421*	.248	.118	.040	.359	.164	031	.210	096	.469*	.387	1	.781**	251	096	273	.437*
pentingan benentin	Item_f	Sig. (2-tailed)	.084	.026	.229	.431	.036	.036	.233	.573	.849	.078	.434	.882	.314	.649	.018	.056		.000	.226	.646	.187	.029
igar	eluru	NUS	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
		Pearson Correlation	.352	.257	.250	.165	.656**	.656**	087	.267	.327	.359	.359	031	.210	.186	.165	.387	.781**	1	388	.123	.106	.542**
pendidikan,	Item_18	Sig. (2-tailed)	.084	.216	.229	.431	.000	.000	.679	.198	.110	.078	.078	.882	.314	.373	.432	.056	.000		.055	.559	.614	.005
IKar	tulis	N a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
-		Desman Completion	271	357	383	388	175	175	.654**	387	- .529 <sup>**</sup>	578**	335	214	-	218	201	719**	251	388	1	388	296	490*
- I IINI	ini tanga_19	Pearson Correlation							1		.329	5			.663*									
n 🗎		Sig. (2-tailed)	.190	.080	.059	.056	.403	.403	.000	.056	.007	.002	.101	.305	.000	.296	.335	.000	.226	.055		.055	.151	.013
, per	nen	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	cant	Pearson Correlation	.352	.257	.410*	.352	.187	047	-	.563**	.614**	.554**	.749**	.554**	.397*	.609**	.317	.387	096	.123	388	1	.359	.647**
an	Item 20					_		_	.756**			2))												
cary	an a	Sig. (2-tailed)	.084	.216	.042	.084	.370	.824	.000	.003	.001	.004	.000	.004	.049	.001	.123	.056	.646	.559	.055		.078	.000
a IIn	dan	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
nan	• <b>∃</b> Ite∰1_21	Pearson Correlation	.035	.004	.354	.035	.162	.027	412*	.443*	.489*	.422*	.535**	.310	.181	.607**	077	.193	273	.106	296	.359	1	.463*
, pe	nyek	Sig. (2-tailed)	.870	.984	.083	.870	.440	.898	.041	.026	.013	.035	.006	.132	.386	.001	.714	.357	.187	.614	.151	.078		.020
nyu	mencantumgan dan menyebutkan sumber:	e Is	-										_									•	-	-
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enyusunan laporar	)er:	Ľ																						
an		ni.									<b>Y</b>													

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



RIAD E	اقتو	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ņ	_ <u>→</u> ∓	Pearson Correlation	.692*	.702	*.754**	.422*	.404*	.404*	503*	.611**	.734**	.856**	.778**	.497*	.492*	.577**	.628**	.610**	.437*	.542**	490*	.647**	.463*	1
Dil	ak Ci	J Sig.(2-tailed)	000	000	000	.036	.045	.045	.010	.001	.000	.000	.000	.011	.012	003	.001	.001	.029	.005	.013	.000	.020	
rang	pta E rang	N O	25	25	25	25	25		25	25	25		25	25		25	25	25	25	25	25			25
me		<u> </u>	0.01.1	1.(2																				
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar	Sipta Dilingungi Undang-Undang arang mengulip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan	N Person Correlation H(2-tailed) N C c ion R significant at the m is significant at the IIIK UIN Suska Riau State Islamic Uni	0.05 lev	el (2-ti	ailed).																			



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The Result of Questionnaire Reliability Test on the 4<sup>th</sup> Try Out

**Case Processing Summary** 

a. Listwise deletion based on all variables in the

**Reliability Statistics** 

.822

Cronbach's

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Valid

Total

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procedure.

Excluded<sup>a</sup>

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25

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25

N of Items

21

%

100.0

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# State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. മ Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

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### The Result of Tendency Distribution of Self-Regulated

	Statistics	
Self-Re	gulated	
N	Valid	25
	Missing	0
Mean		66.68
Std. Er	ror of Mean	1.090
Mediar	١	65.00
Mode		61 <sup>a</sup>
Std. De	eviation	5.452
Varian	ce	29.727
Range		16
Minimu	ım	60
Maxim	um	76
Sum		1667

a. Multiple modes exist. The smallest value is shown

			Self-Regulat	ed	
		Frequency	Percent	Valid Percent	Cumulative Percent
	60	1	4.0	4.0	4.0
	61	4	16.0	16.0	20.0
	62	4	16.0	16.0	36.0
	63	1	4.0	4.0	40.0
	64	2	8.0	8.0	48.0
	65	1	4.0	4.0	52.0
Valid	66	2	8.0	8.0	60.0
Vallu	68	1	4.0	4.0	64.0
	70	1	4.0	4.0	68.0
	71	2	8.0	8.0	76.0
	74	4	16.0	16.0	92.0
	75	1	4.0	4.0	96.0
	76	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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9 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau



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മ Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

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The Result of Tendency Distribution of Metacognition

**Statistics** 

25

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16.24

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15.00

1.786

3.190

15

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13

19

406

Valid Percent

4.0

4.0

44.0

8.0

8.0

16.0

16.0

100.0

Cumulative

Percent

4.0

8.0

52.0

60.0

68.0

84.0

100.0

Valid

Missing

Metacognition

4.0

4.0

44.0

8.0

8.0

16.0

16.0

100.0

Percent

Metacognition

Std. Error of Mean

Std. Deviation

Variance

Minimum

Maximum

Sum

Frequency

1

1

11

2

2

4

4

25

13

14

15

16

17

18

19

Total

Valid

Range

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Mean

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Mode

mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:



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Hak cipta milik UIN

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ntumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

a izin UIN Suska Riau.

### $\mathbb{N}$ 5 Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

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**Statistics** 

Motivation

The Result of Tendency Distribution of Motivation

N	25		
	Missing	0	
Mean		32.24	
Std. Error	of Mean	.575	
Median		32.00	
Mode		29 <sup>a</sup>	
Std. Devia	ation	2.876	
Variance		8.273	
Range		8	
Minimum		29	
Maximum	Maximum		
Sum		806	

a. Multiple modes exist. The smallest value is shown

		Frequency	Percent	Valid Percent	Cumulative Percent
	29	6	24.0	24.0	24.0
	30	4	16.0	16.0	40.0
	31	2	8.0	8.0	48.0
	32	2	8.0	8.0	56.0
/alid	33	3	12.0	12.0	68.0
	34	1	4.0	4.0	72.0
	36	6	24.0	24.0	96.0
	37	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

### The Result of Tendency Distribution of Behavior

**Statistics** 

25

0

18.20

.337

Valid

Missing

Std. Deviation1.68Variance2.83Range1Minimum1Maximum2
Range Minimum 1
Minimum 1
Maximum
IVIA XIIII Z
Sum 45

Std. Error of Mean

Behavior

Ν

Mean

			Behavior	11111	
		Frequency	Percent	Valid Percent	Cumulative Percent
	16	3	12.0	12.0	12.0
	17	9	36.0	36.0	48.0
Valid	18	4	16.0	16.0	64.0
Valid	20	8	32.0	32.0	96.0
	22	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

### UIN SUSKA RIAU

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# State Islamic University of Sultan Syarif Kasim

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മ b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

UIN SUSKA RIAU

N



The Result of Interval Class Calculation of Self-Regulated

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Peng R K	$= 1 + 3,3 \log n$
cip Dilin g me g utipa g me	$= 1 + 3,3 \log 25$
t a dung an ha an tid	= 1 + 1,3979
mil i Und p set nya u nya u nya u	= 5,662
i k L ang-l ang-l angia antuk an da	=5pprox 6
an ma fer an an an ma fer an	= (Highest score – Lowest score)
Su setting	= 76 - 60
s k a s k a uruh jan po jan po itinga	= 16
endidika kanss Length (P) yak seb	$=\frac{Range(R)}{Class Summed(K)}$
u ulis in an, pe waja	$=\frac{16}{5}$
i tanpa enelitia r UIN (	= 3,2 ≈ 3
seluru ka	$=\frac{1}{2} \times (\text{Highest score} + \text{Lowest score})$
cantur nulisar Riau.	$=\frac{1}{2} \times (76 + 60)$
nkan n kary	= 68
Heid (K) Hard Cipta milik UIN Suska Rijau (P) (R) Diarang mengutip sebagian atau seluruh karya tulis ini tanpa ntencantumkan datamenyebutkan sumber: a. Pengutipan hanya untuk Repentingan pendidikan, penelitian, Penulisan karya ilimiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mas b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	$= 1 + 3.3 \log n$ $= 1 + 3.3 \log 25$ $= 1 + 1.3979$ $= 5.662$ $= 5 \approx 6$ $= (\text{Highest score} - \text{Lowest score})$ $= 76 - 60$ $= 16$ $= \frac{Range (R)}{(lass Summed (R))}$ $= \frac{16}{5}$ $= 3.2 \approx 3$ $= \frac{1}{2} \times (\text{Highest score} + \text{Lowest score})$ $= \frac{1}{2} \times (76 + 60)$ $= 3$ <b>UNNSUSKARIAU</b>



•		* 0
<ul> <li>Hak Cipta Dilindungi Undang-Undang</li> <li>1. Dilarang mengutip Bebagian atau Seluruh karya turis ini tanpa mencantur</li> <li>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisa</li> <li>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</li> <li>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kar</li> </ul>	© Hak cipta milik UIN Suska	$= X > (Mi + 1 \times SDi)$ $= X > (68 + 1 \times 3,2)$ = X > 71,2 $= (Mi + 1 \times SDi) > X \ge Mi$
ng-Undang agian atau ntuk kepenti rugikan kep rugikan mem	k UIN S	$= (68 + 1 \times 3, 2) > X \ge 68$ = 71,2 > X ≥ 68 = Mi > X ≥ (Mi - 1 × SDi)
eluruh hgan p enting; perbar	uska	$= 68 > X \ge (68 - 1 \times 3, 2)$
kary <i>a</i> bendid an yar ıyak s	Ri	$= 68 > X \ge 64.8$
ebagia	۵ ۷C	$= X < (Mi - 1 \times SDi)$
ini tanı penelii ar UIN an ata		$= X < (68 - 1 \times 3, 2)$
<b>A Cipta Dilindungi Undang-Undang</b> Dil <b>a</b> rang mengutip Bebagian atau Seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	State Islamic University of Sultan Syarif Kasim I	



The Result of Variable Tendency Determination of Metado The Result of Variable Tendency Determination of Metado The Result of Variable Tendency Determination of Metado The Result of Variable Score + Lowest score)  $= \frac{1}{2} \times (19 + 13)$  = 16 = 16 = 16 = 16 = 16 = 16 = 16 = 10 = 1 = 16 = 1 = 16  $= 17 \times (19 - 13)$  = 1 = 1 = 16  $= 17 \times (10 + 1 \times 1)$  = 10 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 12 = 1 = 122. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



The Result of Variable Tendency Determination of Motiva The Result of Variable Tendency Determination of Motiva The Result of Variable Tendency Determination of Motiva The Result of Variable Score + Lowest score)  $= \frac{1}{2} \times (37 + 29)$  = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 34,33 = 32 = 33 = 33 = 34,33 = 32 = 332. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



### The Result of Variable Tendency Determination of Behavior

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

	KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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ARIAU	كالية التربية والتجايم
1. Dilan DPe 2. Dilan	<ul> <li>FACULTY OF EDUCATION AND TEACHER TRAINING</li> <li>JI. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647</li> <li>Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id</li> </ul>
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atau seluruh karya tulis ini pentingan pendidikan, pe n kepentingan yang wajar memperbanyak sebagian	Dösen Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru
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n dan menyebutkan sumber: rya ilmiah, penyusunan laporan, penulisan liis ini dalam bentuk apapun tanpa izin UIN	Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
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Dekan l	Fakultas Tarbiyah dan Keguruan UIN Suska Riau

<ul> <li>Hak cipta m</li> <li>Hak Cipta Dilindungi U</li> <li>Dilarang mengutips</li> <li>Pengutipan hanya</li> </ul>	In.04/F.II.4/PP.00.9/2486/2020 Pekanbaru, 10 Maret 2020 Biasa Johon Izin Melakukan PraRiset
<ul> <li>CUIN Suska Riau</li> <li>ng-Undang</li> <li>igian atau seluruh karya tulis ini tanpa mencantumkan c</li> <li>gian atau seluruh karya tulis ini tanpa mencantumkan c</li> <li>ugikan kepentingan pendidikan, penelitian, penulisan karya</li> <li>ugikan kepentingan yang wajar UIN Suska Riau.</li> </ul>	<text></text>

	YAYASAN ISLAM RIAU SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM PEKANBARU
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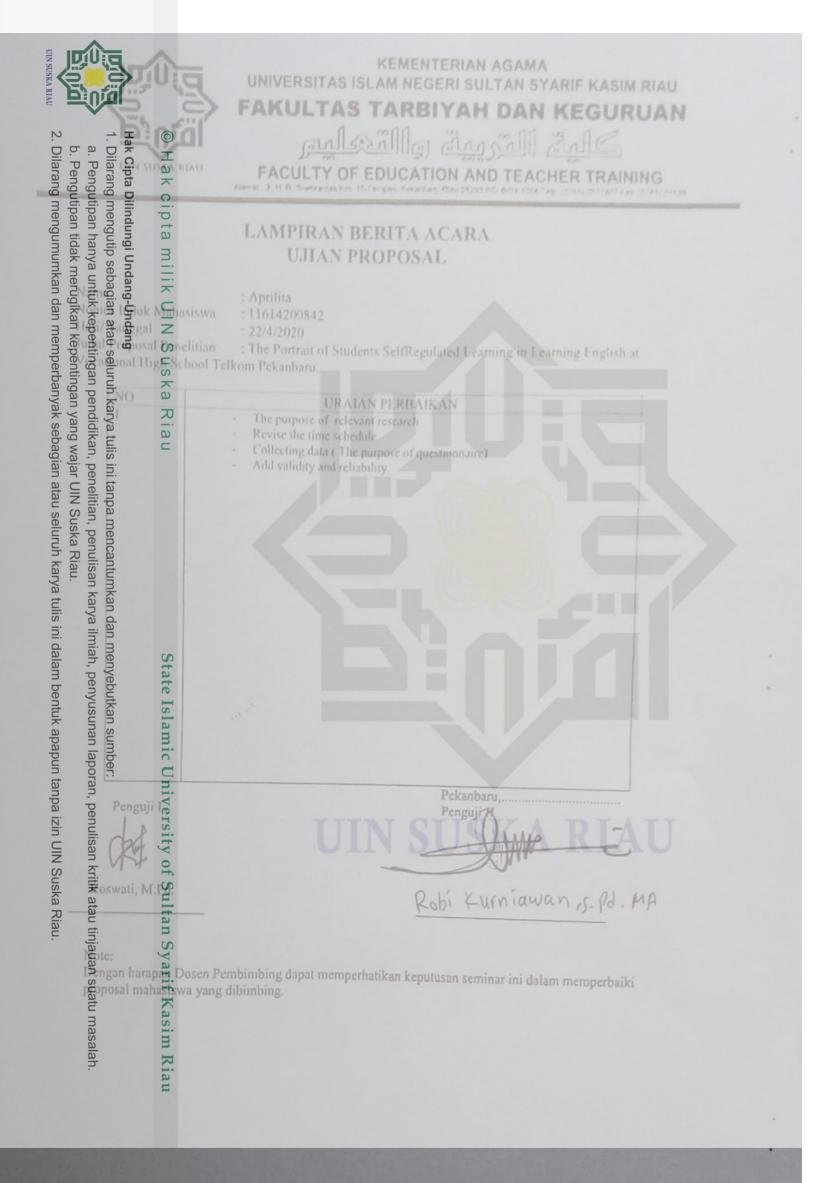
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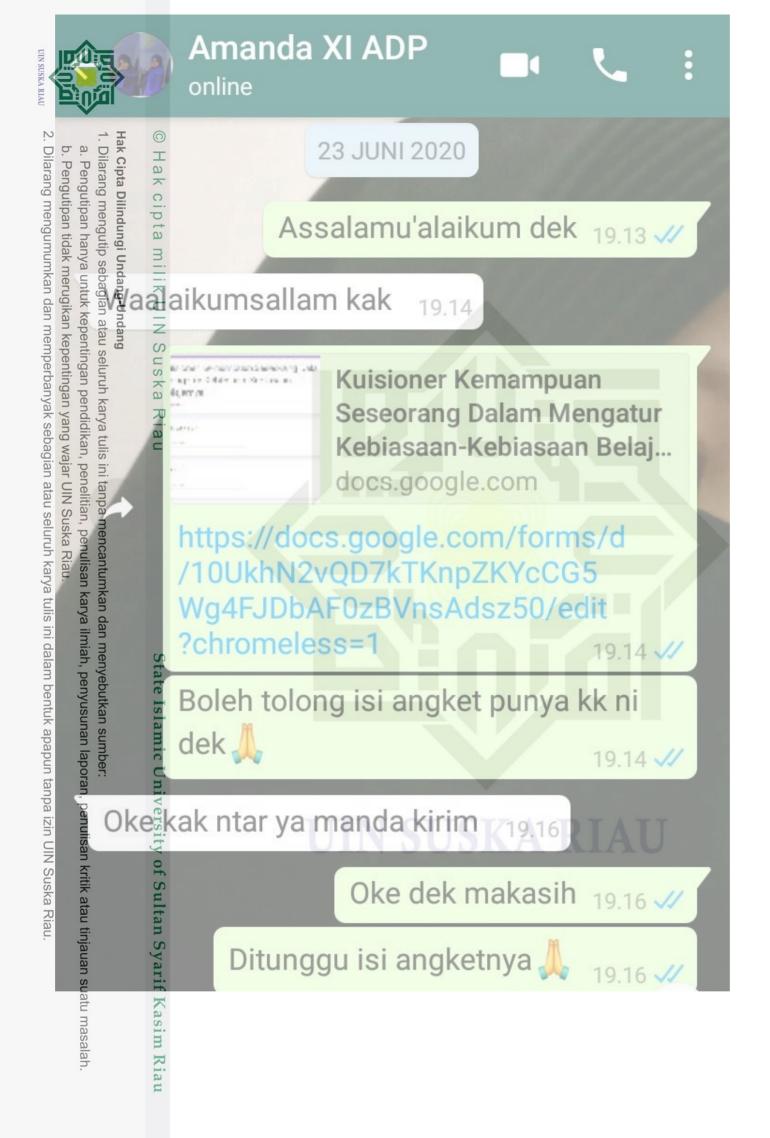
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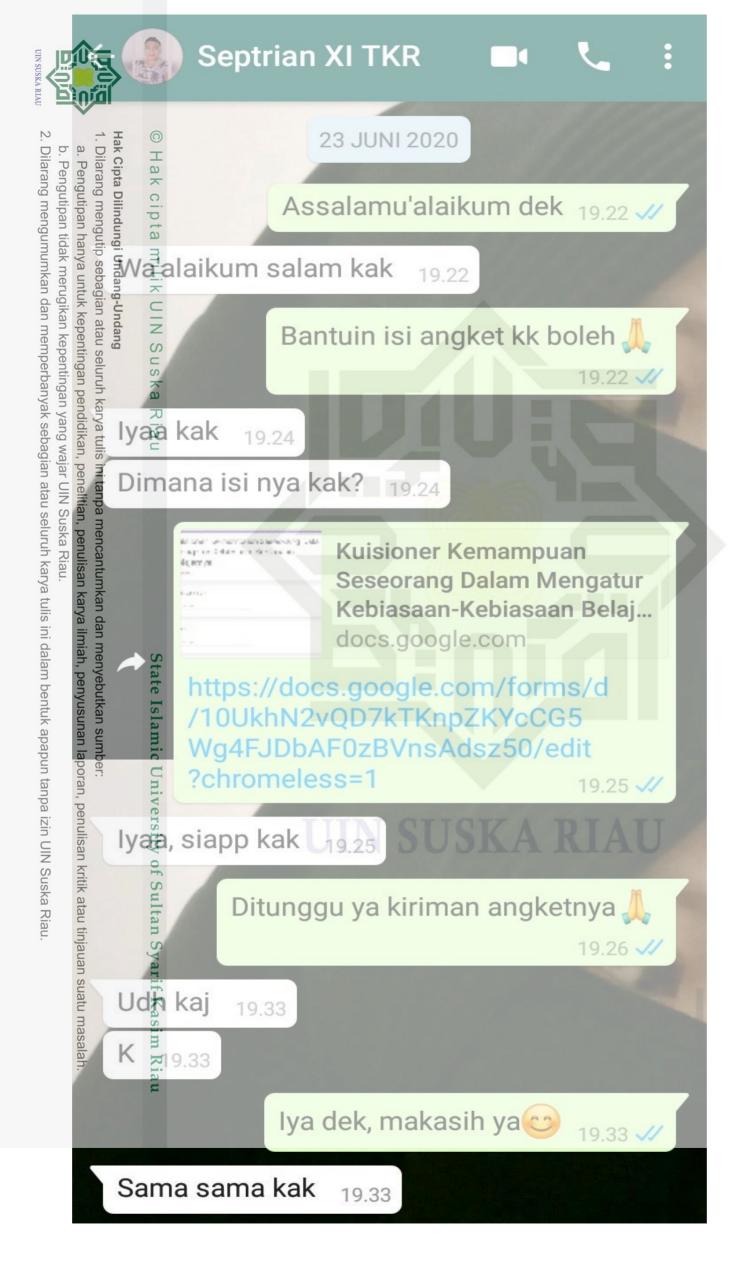


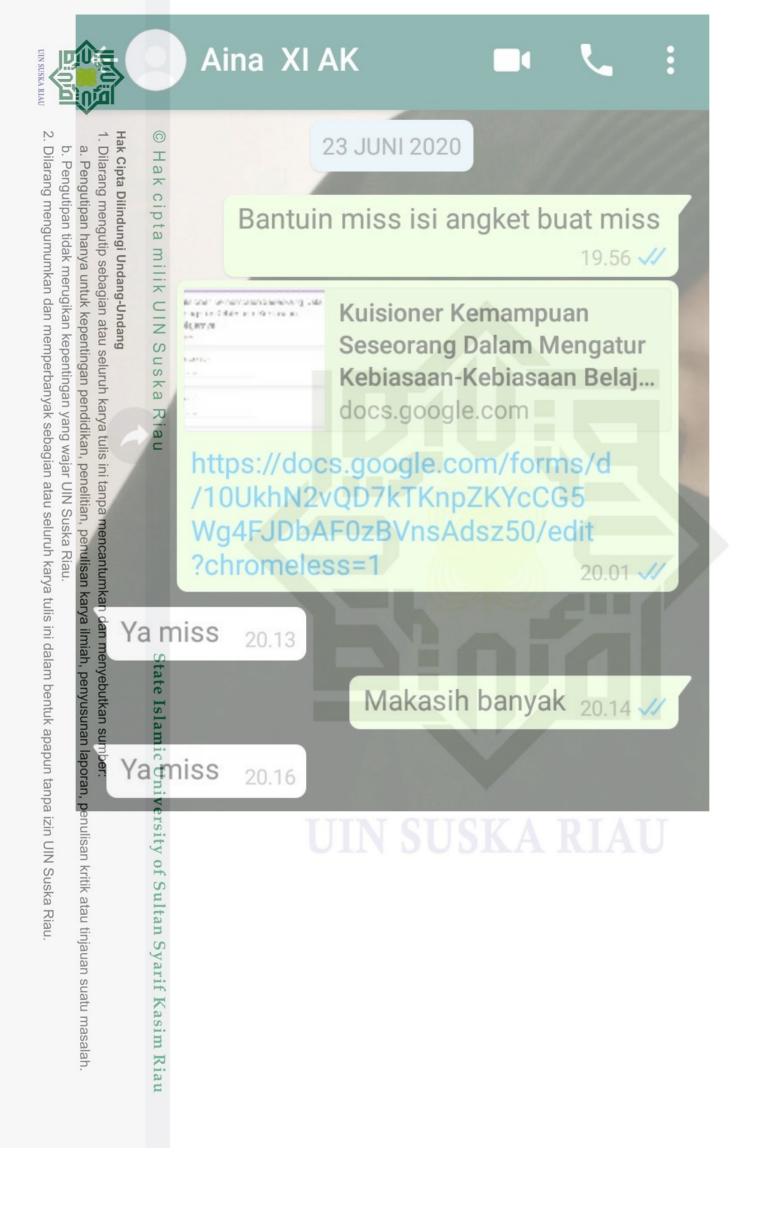


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## **BIOGRAPHY**

**Aprilita** is the first daughter of Mr.Syopian Hadi and Mrs. Nurhayati. She was born in Pengalihan, April 21<sup>th</sup> 1998. She lives at Pengalihan Keritang, Indragiri Hilir, Regency.

In 2010, She graduated from SDN 021 Pengalihan Keritang, Inhil. In 2013, She finished his study at Junior High School 04 Keritang and continued to State Senior High School Karya Pengalihan Keritang. She graduated from State Senior High School Karya Pengalihan Keritang 2016.

kary In 2016, he was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did KKN (Kuliah Kerja Nyata) program in Sencalang, Inhil. Then, she did teaching practice (PPL) program at SMK Telkom Pekanbaru on September 2019.

She followed the final examination of his thesis which entitled, "The Portrait of \$tudents` Self-Regulated Learning in Learning English at Vocational High School  $\widehat{\mathbb{T}}$ elkom Pekanbaru" on Monday, 10<sup>th</sup> August 2020. She had passed her final  $\overline{\mathfrak{B}}$  xamination and got Bachelor Degree of English Education Department in state Istamic University of Sultan Syarif Kasim Riau.

мотто

" Tidak ada kesuksesan yang instan, semua butuh perjuangan, Janji Allah itu nyata semua akan indah pada waktunya Do the best as you can and be your-self"

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The Head

Drs.

NIP.

University of Sultan Syarif Kasim Riau

Of the English Education Department

Samsi, M.H.Sc

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## SUPERVISOR APPROVAL

Learning English at Vocational High School Telkom Pekanbaru is written by

Aprilita, SIN. 11614200842. It is accepted and approved to be examined in the

meeting of the Final Examination Committee of Undergraduate Degree at Faculty

of Education and Teacher Training of State Islamic University of Sultan Syarif

The thesis entitled The Portrait of Students' Self-Regulated Learning in

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Supervisor

July 23<sup>rd</sup> 2020 M

Pekanbaru, Dzulhijjah 02<sup>nd</sup> 1441 H

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## EXAMINER APPROVAL

The thesis entitled *The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru* is written by Aprilita, SIN. 11614200842. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kaster Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

<u>Pekanbaru, Dzulhijjah 20<sup>th</sup> 1441 H</u> August 10<sup>th</sup> 2020 M

Examiners Committee

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niversity of Sultan Syarif Kasim Riau

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ACKNOWLEDGMENT

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Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice of Dean I. Dr. Dra. Rohani, M.Pd., the Vice of Dean II. Dr. Drs. Nursalim, M.Pd., the Vice of Dean III, and all staff. Thanks for all staff for the kindness and encouragement.

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- Cut Raudhatul Miski, S.Pd., M.Pd., the Secretary of the English Education Department for his guidance to the students.
- σ5. Harum Natasha, M.Pd., the research best and very kind supervisor who has given the researcher correction, suggestions, support, advice, and guidance in accomplishing this thesis
  - Rizky Gushendra, M. Ed, as my academic advisor who have given me suggestions, support, advice, and guidance in accomplishing during my study
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  - 9. My special Girls they are Ridha Permatasari, S.Pd., Siti Rohmah, S.Pd., Wirda, S. Pd. Thanks for your support.
  - 10. My best senior EED they are Mohd Hasanuddin, S.Pd., Al Fikri Abrar, S.Pd., Andya Rifa'ie, S.Pd., and Hendrizal., S.Pd. Who have been giving me strength and support since the first time I got into
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  - 12. My beloved KKN family: Arfan Effendi, Asmaul Husna, Dahliana, Kurnia Hindun Nurjannah, Rifaldy, Rizky Nurzha Fajar, Rohana,



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 $\mathbf{x}$ 0 513. My beloved PPL family: Ade Eka Suriyanti, Khairul Fajri, Nonon a milik 14. The students of SMK Telkom Pekanbaru who have participated in my collecting the data process, thank you so much. Finally, the researcher realizes that the thesis is still far from perfections. Therefore, constructive Ria

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accomplishing my thesis.

Pekanbaru, Dzulhijjah 20th 1441 H

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Rusmina Fitri, Yuni Kartika, and Zulfadly who have made my life

Pertiwi, Novia sari, Nurul Fitri Handayani, Nurhafiza Supriyati, Nur

Sylvia Resi Efriani, Rahmat Ramadhan, Revina Nurhayati and Riko

Alvianaides who always give support and help the researcher in

comments, critiques, and suggestions are appreciated very much. May

August 10th 2020 M

SIN. 11614200842

The researcher

Aprilita

Allah Almighty the lord of the universe blesses them all. Aamiin.



## Aprilita (2020): Gambaran Pembelajaran Siswa Dalam Mempelajari Bahasa Inggris di SMK Telkom Pekanbaru

İk Pengaturan diri siswa - salah satu kemampuan yang dimiliki oleh individu dalam mengendalikan dan memanipulasi perilaku berdasarkan pikiran mereka. Oleh karena itu. individu dapat bereaksi positif terhadap pembelajaran akademis mereka. Di kelas, guru harus merangsang pengaturan diffi siswa. Sementara itu, tujuan pengaturan diri adalah untuk menambah pengetahuan mereka ketika mereka belajar. Pengaturan mandiri siswa terdiri dar 3 model, yaitu: metakognisi motivasi, dan tingkah laku. Tujuan dari penelitian ini mempelajari pengaturan diri siswa dalam belajar bahasa Inggris di siswa kelas sebelas di Sekolah Menengah Kejuruan Telkom Pekanbaru. Penelitian ini adalah deskriptif kuantitatif. Ada 100 siswa sebagai sampel yang dipilih dengan menggunakan teknik simple random sampling. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada responden untuk menentukan pengaturan sendiri, yang terdiri dari 21 item yang dibangun berdasarkan tingkat pengaturan sendiri. Peneliti menggunakan statistik deskriptif untuk menganalisis data, yang hasil penelitian ini menunjukkan bahwa skor total pengaturan diri siswa adalah 1.667, dengan skor rata-rata adalah 66.68. Selain itu, aspek dominan dari pengaturan diri siswa adalah 406, dengan skor ratarata adalah 3.25. Sebagai kesimpulan, dapat diidentifikasi kategori pengaturan din siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru tingkat rendah. Selain itu, aspek dominan dari pengaturan diri siswa adalah memetakognisi dari suatu situasi dan memberikan motivasi dalam proses pembelajaran.

Kata Kunci: Gambaran, Regulasi Diri

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## **ABSTRACT**

Aprilita (2020): The Portrait of Students' Self-Regulated Learning in

controlling and manipulating a behavior on the basis of their mind. Therefore,

classroom, the teacher should stimulate the students' self-regulated. Meanwhile, the goal of self-regulation is to increase their knowledge when they were learning. Students' self-regulated consists of 3 models, which are: metacognition, motivation, and behavior. The purpose of this research studied the students' self-regulated in learning English at the eleventh-grade students of Vocational High School Telkom Pekanbaru. This research was descriptive quantitative. There were 100 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine their self-regulated, which consisted of 21 items that were constructed based on the level of self-regulated. The researcher used descriptive statistics to analyze the data, which the result of this research showed that the total score of students' self-regulated is 1667, with the mean score is 66.68. Moreover, the dominant aspect of students' selfregulated is 406, with the mean score is 3.25 As a conclusion, it can be identified the category of students' self- regulated at Vocational High School Telkom Pekanbaru was low level. Furthermore, the dominant aspects of students' self-regulated were metacognition of a situation and provides

individuals are able to react positively to their academic learning. In

Students' self-regulated -one of the abilities possessed by individuals in

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motivation in the learning process.

Key word: The Portrait, Self-regulated

Learning English at Vocational High School Telkom

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الحادي عشر

Hak Cipta Dilindungi Undang-Undang 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber تيلكور تيلكور **م**یطرۃ السلوك وتلاعبه بناءً على أفكارهم. لذلك، يمكن الأفراد أن يتفاعلوا بشكل إيجابي محمل تعلمهم الأكاديمي. في الفصل، يجب على المدرس تحفيز التنظيم الذاتي لدى التلاميذ بروإن الغرض من التنظيم الذاتي هو زيادة معرفتهم أثناء التعلم. يتكون التنظيم الذاتي لدى التلاميذ من ٣ نماذج، وهي : المعرفة الفوقية، والسلوك. الغرض من هذا البحث هو دراسة التنظيم في مدرسة تلميذ كعينة تم اختيارهم باستخدام تقنية أخذ العينة البسيطة العشوائية. في جمع البيانات، قامت الباحثة بتوزيع الاستبيانات على المستجيبين لتحديد التنطيم الذاتي، التي تتكون من ٢١ عنصرًا تم بناءً على مستوى التنظيم الذاتي. تستخدم الباحثة إحصاءات وصفية لتعليل البيانات، وتشير نتائج هذا البحث إلى أن مجموع درجات التنظيم الذاتي لدى التلامية هو ، بمتوسط ٦٦,٦٨. بالإضافة إلى ذلك، فإن معظم الجوانب في التنظيم الداتي تعرف فئة التنظيم الذاتي قدى بالإضافة إلى reaity of Sultan Syarif Kasim Riau

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a σ Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

ملخص

التنظيم الذاتي لدى التلاميذ - إحدى المهارات التي يمتلكها الأفراد في

أفريليتا، (٢٠٢٠): تصوير تعلم التلاميذ في تعلم اللغة

الثانوية المهنية بكنبارو.

الذاتي لدى التلاميذ في تعلم اللغة الإنجليزية لدى تلاميذ الفصل

لدى التلاميذ هو ٤٠٦، بمتوسط ٣،٢٥. والاستنتاج، يمكن

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الكلمات الأساسية :التصوير، التنظيم الذاتي

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te Islamic Univers Self-regulated learning consists of the words" self-regulated" and "learning". Self-regulated means managed, while learning is learning. So, it ity can be concluded that self-regulated learning as a whole means learning to ot self-regulate or self-management or self-regulation in learning (Diah, S ultan 2008:13).

In addition, self-regulated learning is also defined as the supervision of behavior in the learning process as result of the internal process of goals,

## **CHAPTER I**

## **INTRODUCTION**

## A<sup>∃</sup> Background of the Problem

X The nature of foreign language learning in foreign language context is **Z** perceived complex and difficult for some students. One of the factors which S Sn leads to the difficulty in learning is the characteristic of the students that are ka passive learners in their own learning (Mbato, 2013). Some Indonesian J Q students typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities.

Self-Regulated learning is very important ability for students in learning process. Students who have self-regulated learning will be able to plan goals, plan strategies, manage behaviors, and evaluate self-improvement. Sta According to Wang, J. Q. et al (2010), self-regulated learning is belonging to the psychology of learning contents. Understanding self-regulated learning is essential in today's academic and social world.



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planning, and self-appreciation for the achievements that have been achieved ۵ ~ • (Friedman, 2006: 284). Furthermore, self-regulated learning is an ability to 0 b determine one's own learning objectives, able to foster a sense of self-ability to achieve targets to be achieved, environmental arrangement to support 7 c target achievement. Conduct self-evaluation and monitoring learning Z o activities.

Sn Self-regulated learning has been defined as self-generated thoughts, ka R feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Schunk & Zimmerman, 1994). This definition involves goals and motivational feelings or beliefs about attaining those goals as well as self-initiated learning process. The purpose of self-regulatory accounts of human functioning is to explain how one adapts to changing conditions as a result of personal feedback.

Based on the explanation above, self-regulated learning is needed in tate all stages of education. It is needed because self-regulated learning will Islamic affects students' skill to achieve the goal of learning. In this research the researcher focus on students' self-regulated learning in eleventh grade of Univers students' at Vocational High School Telkom Pekanbaru. For this situation, the researcher will followed from syllabus. ity

Self-regulated learning is one of aspects in K13 curriculum through ot Sultan the scientific approach that the students should know and analyze the factual, the conceptual, the procedural and the metacognitive knowledge. The 2013 Syarif Kasim Riau



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۵ ~ • regulated learning as an approach to make learning more efficient. 0 a The teaching of self-regulated learning in school is aimed to prepare

curriculum, which is still partially used in some schools, emphasizes self-

 $\exists$  the students to face industry revolution 4.0 era and make the learning c more efficient. Thus, self-regulated learning is shifted to the national Z o curriculum due to its importance and its advantages to take learning more SD ka comprehensive (BSNP,2013).

R preliminary study Vocational High School After а at a Telkom Pekanbaru by interviewing the English teacher, the researcher found that many of eleventh grade students of Vocational High School Telkom Pekanbaru have difficulty in learning English. The students are still struggle to achieve all of English language skills. In fact, there are students who do not ask the teacher about the material in learning English. Some of the students do not have curiosity and confidence to make 5 tate conclusion or declaration when they were learning English. The students Islamic still not active enough during the learning process. It seems that they have lack of self-regulated learning.

Based on the phenomena above the researcher is interested in carrying out a research on the problem above entitled The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School **Telkom Pekanbaru.** 



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## B<sup>⊥</sup><sub>b</sub>Problem

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## • 1. Identification of the Problem 5

Based on the background of the problems, it can be identification of problem in this research as follows:

- a. Some students do not interested to ask to the teacher when she/he explains the lesson in the class.
- b. Some students still do less curious to learn English.
- c. Some students do not have enough self-confident to make conclusion at the end of the learning.
  - d. Some students still do not enthusiastic enough during the learning process.

## Limitation of the Problem 2.

Based on the identification of the problem, there are some problems which are important to be researched. Yet, the researcher needs to limit the problem in order to focus on the specific problem. So, the researcher focus on describing the portrait of students' self-regulated learning in learning English, and the subject is the eleventh grade students at Vocational High School Telkom Pekanbaru. It is also important to take learning more comprehensive.

## Islamic University of Sultan Syarif Kasim Riau **Formulation of the Problem**

Based on the problems above, the researcher formulates the problems in this research as follows:

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a. How is the students' the self-regulated in learning English at the eleventh grade students at Vocational High School Telkom Pekanbaru? b. What are the dominant aspects of the students' self-regulated in learning English at Vocational High School Telkom Pekanbaru?

## CZ Objective and Significant of the Research

- S SD 1. Objective of the Research
  - a. To describe how is the portrait of students' self-regulated in learning English at the eleventh grade of Vocational High School Telkom Pekanbaru.
  - b. To explain the dominant aspects of the students' self-regulated in learning English at the Eleventh grade of Vocational High School Telkom Pekanbaru.

## 2. Significance of the Research

- a. Hopefully, this research is beneficial for the researcher as a novice researcher in learning how to conduct a research.
- b. This research finding is expected to be useful, and valuable for students and teacher of Vocational High School Telkom Pekanbaru.
- c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.
- d. Finally, to fulfil one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of

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Education and Teachers training faculty of State Islamic University Of Sultan Syarif Kasim Riau.

## **D**<sup>(1)</sup> Reasons for Choosing the Title mil

There are some reasons why the researcher is interested in carrying out <sup>C</sup> this research. This research is conducted based on the following reasons.

o 1. The title is relevant to the researcher's status as a candidate of English teacher.

- Ria 2. The title of this research is not investigated yet by previous researcher.
  - 3. The location of the research facilitates the researcher in conducting this research.

## **Definition of the Term** E.

To avoid misunderstanding and misinterpreting on the term in this research, the term are necessary defined as follows:

State 1. Portrait

Portrait is the picture or representation of person and especially of face, drawn from the life. In addition, in portraits consist more in the general than in the exact similitude of every feature (Webster, 1828, p 3277). So in this research the portraits means a picture of students' selfregulated in learning English at Vocational High School Pekanbaru.

## Self-Regulated 2.

According to Zimmerman (2012), self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts

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to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation.

cipta 3. Learning English

> According to Ambrose (2010) learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning. And the simple definition of learning is the process of gaining the knowledge and expertise.

> In this research, learning English is the process of students to increase the students' knowledge in learning English process. It can be describe how is the students' know and understand when they were in learning English process.



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## **CHAPTER II**

## **LITERATURE REVIEW**

## **Theoretical Framework**

## 1. The Nature of Self-Regulated Learning

Self-regulated learning (SRL) is one of the supportive ways to help students in learning process. Self-regulated learning will also improve them in motivation and emotion. Even, strengthening the way of thinking positively to their own self. According to Pintrich (2000), self-regulated learning (SRL) is a proactive way of learning where by learners need to set their goals, then control or monitor which reflect to their cognition, behavior, and motivation. It is how learner can explore their own-self deeply and take handle of themselves entirely. The point is about the constructive process that learners have to compile their plan and strategies to face all problems that perhaps come from their own-self as an internal factor and external environment.

Pintrich (2000) identified four common assumptions about selfregulated learning. First, self-regulated learners do more than passively consume information that has been presented to them by others. In the process of learning, they actively create strategies, goals, and meaning. Second, self-regulated learners can to some extent, given the constraints imposed by individual differences, contexts, and biology, monitor and influence their actions. Third, self-regulated learners use goals or standards to assess the adequacy of their learning and make changes if



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necessary. Fourth, these learners use self-regulating processes to mediate the influence of external contexts and personal characteristics so as to enhance academic achievement and performance.

Another viewpoint of self-regulated learning (SRL) purposed to manage self-control especially in both time and space. It means how learners can take be handle multiple task of the goals into an appropriate action, how the time is used correctly and effectively with all the conditions that maybe could change their minds to give up on their visions. A strong sense of regulating of yourself is the basic root to keep moving forward by increasing qualities of behavior and critical thinking will complement greater ideas for people in self-regulated learning (Vohs, 2016).

Based on Zimmerman (2000), self-regulated learning is not only about controlling mental abilities, but it is broader than that. Furthermore, Boekaerts, Pintrich, and Zeidner (2000) pointed the meaning of definition of self-regulated learning was focus on the action of the belief and motivations. The reason why learners need to regulate themselves was a clear basic to have a good performance. Action that was decided to attain the goals could be variety of ideas depends on the cognitive strategies and the experience. Contextually, aspiring to succeed self-regulated learning involve pupils self-efficacy which means the ability to organize the structured idea of action into some specific act Learning results from what the student does and thinks and only what the student does and



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thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) stated that learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiencesconscious and unconscious, past and present.

that it has occurred from students' products or performances.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Longterm memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs)to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).



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There are many of the self-regulated learning strategies useful across various content domains. Specifically, self-regulated learning consists of three components: cognition, metacognition, and motivation (Wolters, 2003). The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically.

The Strategies of Self-Regulated Learning

Within the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component surfaces the beliefs and attitudes that affect the use and development of both the cognitive and metacognitive skills.

a. Cognitive strategies include learning strategies that can be specific to a domain or content. Problem solving strategies and critical thinking skills are also important. Critical thinking involves a variety of skills such as identifying a particular source of information and reflecting on whether or not that information is consistent with one's prior knowledge. Activities to help adults articulate and practice critical thinking include comprehension activities such as student-generated questions be-fore or during reading to focus the learner's attention, constructing graphs and tables of real-world issues, and engaging in classroom debate to articulate arguments for writing a persuasive essay. b. The metacognitive component is comprised of declarative knowledge (knowledge about oneself as a learner - the factors that influence



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performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of why and when to use a particular strategy). Adults often struggle to articulate their knowledge or to transfer domain-specific knowledge to a new setting. The goal of self-regulated learning is for these strategies to first become visible and eventually automated for the adult learner. One way to make the three types of knowledge visible in the classroom is to have learners do a demonstration. When demonstrating (such as cooking a particular dish), it is easier to find the specific words needed to articulate what one is doing and how one knows to do it. Questions will draw out more language. Debriefing after the demonstration can make visible the difference between declarative, procedural, and conditional knowledge so that one can make explicit points about how to transfer that knowledge to an academic task.

c. The motivation component includes both self-efficacy (degree to which one is confident that one can perform a task or accomplish a goal) and epistemological beliefs (beliefs about the origin and nature of knowledge). Working with adults who have failed in school or with specific academic tasks necessitates deliberate discussion of their sense of self-efficacy. Many adult learners have shared with teachers and researchers how difficult it can be to overcome ingrained, virulent, negative self-talk. Making self-regulated strategy development (SRSD), including goal setting, monitoring and displaying of progress, an



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everyday feature of instruction can assist these learners to replace negative self-talk with positive self-instruction and a sense of self as an effective learner. Building new habits reinforces adults' persistence and motivation.

## 3. **Aspects of Self-Regulated Learning** Z

According to Zimmerman (1989), Self-regulated learning consists of 3 aspects in academic activities, namely metacognition, motivation, and behavior. Indicators of those aspects are taken from Brown et al. (1999) scale.

a. Metacognition

Metacognition includes a variety of cognitive activities that require individuals to change or adapt their cognition. the strategies included in this aspect are:

- 1) Rehearseal strategy is a strategy or effort to memorize the material by repeating the material again so that it is easier to understand.
- 2) Elaboration strategy is a strategy for summarizing and using one's own words in understanding a material.
- 3) Organization strategy is a strategy to reorganize a subject matter so that it is easy to understand.
- 4) Metacognitive self-regulation is a variety of efforts to regulate cognition such as planning, monitoring, the use of learning regulation strategies, evaluation, and revision of learning activities.



## b. Motivation

Motivation involves individual activities that are full of goals and encourages individuals to intentionally start, organize, maintain their willingness, prepare their next task or complete an activity in accordance with their objectives. Motivational regulation strategy includes:

- 1) Mastery self-talk is an activity or act of saying motivational words to yourself to improve self-performance in the learning process.
- 2) Relevance Enhancement is an individual effort to connect the material with all matters related to oneself.
- 3) Situational interest enhancement is an individual to change the learning situation to become something fun.
- 4) Performance / relative ability of self-talk is the activity of talking to oneself to increase their motivation to learn by comparing what they have done themselves with what other students have done.
- 5) Performance / extrinsic self-talk is the activity of talking to yourself in order to get positive feedback to improve learning performance.
- 6) Self-consequating is an individual thinking about the rewards or penalties he will get for the success or failure achieved.
- 7) Environmental structuring is the activity of selecting or managing the physical environment to make it easier to learn.

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## Behavior С.

Behavioral regulation involves the efforts of individuals to regulate, control behavior, select and regulate the environment, and utilize environmental conditions. Strategy in behavior regulation includes:

- 1) Effort regulation is an individual effort to maintain the spirit of learning.
- 2) Regulating time and study environment is an attempt to manage the time and learning environment.
- 3) Instrumental (autonomous) help-seeking goal is the activity of asking for help from others as a way to understand the material so that students are able to complete assignments on their own.

## 4. Self-Regulated in Learning English a. The Definition of Learning

Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) said that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

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lasting impact on how students think and act. Learning is not something cip done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Longterm memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs) to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

## b. English as a Language State

Carrol (1990) defines English is a language of essential tool for communication and whereas grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability to understand and be understood in that language within the context and constraints of peculiar language using circumstance.

So far English is commonly learnt by people from around the world than it can be considered as both vehicular and vernacular gain language. Vehicular language is a language goes beyond the boundaries of



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it. Original community and use as a second language for communication cip between communities. The opposite meaning of "vehicular language" is "vernacular language" means a language used as a native language in a single community.

As English called as vehicular and vernacular language, it is understand why English become a dominant international language in present communication, science, business, aviation, entertainment, radio, and diplomacy. Therefore it can be a reason why today's English is being taught to over one billion people throughout the world as their second language to communicate each other.

Based on the definition of learning and English above, when learning English, the students usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what he wants to reach. Of course, they will be intended for doing something to make maximally effort to learn.

### **B** Relevant Research

According to Syafi'i (2011), relevant research is required to observe some previous researchers conducted by other researchers in which are relevant to our research itself. There is a relevant research which has relevancy to this research.

Based on the research was conducted by Nurfiani (2015), in State University Yogyakarta. This study survey the ability of self-regulated



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ISKa themselves for preparation for study. Aspect of students" implementation R in the medium category with 28 students (45%) including, students Q applies cognitive and metacognitive strategies, monitoring and controlling emotion and motivation to learn, and conducting activities. The aspects of students" evaluation moderate category with 28 students (45%) including, choosing a strategy to overcome failure, able to evaluate learning outcomes, reviewing the results of the themselves. The relationship between self-regulated and resilience in adolescents tate in divorced families, there had been a study by Zimmerman. The Islamic hypothesis proposed in this study is that there is a positive relationship between self-regulated and resilience. Research subjects of 100 teenagers Univers who have divorced parents. The scale used to measure the level of selfregulated is the scale of Self-Regulated Questionnaire (SRQ) created by ity

 $\perp$  learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta.

• This research found acquisition of self- regulated learning abilities in the

medium category of 28 students (45%). The result of the analysis in each

 $\subseteq$  (52%) including, students determining the learning strategies to be used,

o students having a compulsory to complete the task, and students managing

aspect: Aspect of students planning are in medium category with 32 students

Sultan Different study has also been conducted at university level, Arumsari (2016) in Sanata Dharma University Yogyakarta. She said most of Syarif Kasim Riau (84%) the students Guidance and Counseling Sanata Dharma University



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<sup>⊥</sup> class of 2012 have good self-regulated learning. These students are X • categories high and very high self-regulated learning. Its mean that 0 students have the ability of self-regulated in their learning by including  $\exists$  metacognition, motivation, and behavior that very well. 16% of the total students have poor self-regulated in their learning. These students are Z o categories medium. Its mean that students have well enough of self-S regulated in their learning by including metacognition, motivation, and ka R behavior. Q

In other study, Paul R. Pintrich (2008), he conducted a correlational research at University of Michigan entitled "The Relationship between Motivational and Self-Regulated Learning Components of Classroom Academic Performance." He found that there is ecologically valid empirical evidence for the importance of considering both motivational and self-regulated learning components in our models of classroom academic 5 tate performance. Student involvement in self-regulated learning is closely tied Islamic to students' efficacy beliefs about their capability to perform classroom tasks and to their beliefs that these classroom tasks are interesting and Univ worth learning. At the same time, these motivational beliefs are not vers sufficient for successful academic performance; self-regulated learning ity components seem to be more directly implicated in successful in classroom. ot

Sultan Based on previous research mentioned above, the researcher found thirteen studies to exploring students' self-regulated learning in learning S yarif Kasim Riau English. From the several studies, only two of them from Indonesia



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context, and also in their investigations on students' self-regulated learning in 2 X • learning English remain the gaps due to context and methodology. 0 Based on previous research in Indonesia context it seems no researchers investigated at Vocational High School Telkom Pekanbaru. Meanwhile, in the 7 ⊂ Indonesian context just one of students' self-regulated learning studies Z investigated in same level at Senior High School by using correlation SD research design, which related to students' ability self-regulated learning. ka

J Because of limited study on exploring students' self-regulated a learning in Indonesia especially Vocational High School Telkom Pekanbaru still many gaps. Therefore, it is essential to explore on students' selfregulated learning deeper. Besides, the practical problems related to selfregulated learning are also found at Vocational High School Telkom Pekanbaru.

### **C.** Operational Concept

Sta Based on the theories and previous research above, it is carrying to te S clarify the phenomenon used in this research. Regarding this research, the phenomenon is the students' self-regulated learning in learning English. In Uni this research, the operational concepts is used to analyze students' self-/ers regulated learning in learning English and the operational concept are Ity needed as the foundation to address the method of the research in this 01 Sultan Syarif Kasim Riau research. Therefore, students' self-regulated learning is measured by using several indicator based on Woltres (2003) as follows:



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- 1. The students have metacognition that includes:
  - a. Rehearseal strategy. b. Elaboration strategy.
  - c. Organization strategy.
  - d. Metacognitive self-regulation.
- **⊆**2 **Z** The students have motivation that includes:
  - Mastery self-talk. a.
  - Relevance Enhancement. b.
  - Situational interest enhancement. С.
  - d. Performance / relative ability of self-talk. e. Performance / extrinsic self-talk.
  - Self-consequating. e.
  - Environmental structuring. f.
  - The students have behavior that includes: 3.
    - Effort regulation. a.
    - Regulating time and study environment. b.
    - General intention to seek needed help. С.
    - General intention to avoid needed help. d.
    - Instrumental (autonomous) help-seeking goal. e.
    - Seeking help from formal sources (teachers). f.
    - Seeking help from informal sources (other students) g.



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### **CHAPTER III METHOD OF THE RESEARCH**

### **Research Design**

Research design is used to analyze and identify the subject of this study. In order to make the research going in the way, a research design is needed. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Gay (2012), quantitative research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. In addition, quantitative research could be defined as a research method based on phenomena/symptoms/reality that is used to examine specific populations and samples, using research instruments, to analyze quantitative statistics data and to test the hypotheses (Sugiyono, 2018).

Meanwhile, according to Kothari (2004), descriptive research is 5 aimed to describe of the state of affairs as it exist at present. Generally, this research design is used to describe systematic facts that are found by the researcher and the characteristic of the object that is investigated. According to Sukardi (2019), there are actually two main reasons the researcher used this research design. First, the overall of this research was analyzed by using descriptive design. Second, the descriptive research design is useful to investigate the educational aspect and human behavior.



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Т Through the design of the research, there will be result of analysis to ۵ X describe students' self-regulated learning at Vocational High School Telkom 0 5  $\overrightarrow{\mathbf{\omega}}$  Pekanbaru and investigate the dominant aspects contributing to it. B

### **B.** The location and Time of the research $\subset$

This research was accomplished at Vocational High School Telkom Pekanbaru. Furthermore, The researcher was conducted the research from June to July 2020.

ê. The Subject and Object of the Research

1. The subject of the research

The subject of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru.

2. The Object of the Research

was students' The object of the research self-regulated learning in learning English at the Eleventh grade students of Vocational High School Telkom Pekanbaru.

### **Population and Sample of the Research**

### **1.** Population of the Research

The population of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru in academic year 2020/2021. The eleventh grade students at Vocational High School Telkom Pekanbaru consists of 3 classes. It contained 100 students. The specification of the population can be seen as follows:



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No	Classes	Number of Students
1.	XI TKR	35
2.	XI ADP	33
3.	XI AK	32
	Total	100

### SD 2. Sample of the Research ka

The population for this research is large enough to be taken all as the sample. According to Arikunto (2006, p. 134) If the populations almost than 100, the sample is taken between 10-15% up to 20-25% as the sample. So, the researcher took 25% for all of the population to be the sample by using Simple Random Sampling. The sample of the research is 25 students.

According to Cohen, et al (2007), in Simple Random Sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population.

Table III.2 The Sample of the Research

No	Classes	Number of Students	Percentage
1.	XI TKR	35	9 %
2.	XI ADP	33	8%
3.	XIAK	32	8%
	Total	100	25%



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### The Technique of Data Collection

In this research, the researcher used a questionnaire to collect the data of self- regulated learning in English. According to Cohen (2007), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the research, and often being comparatively straightforward to analyze.

Moreover, Brown et al. (1999) said that the assessment for measuring self- regulated is based on self-report. One of examples of self-report is questionnaire. Self-assessment instruments such as surveys or questionnaire usually consist of a statement followed by a response continuum such as strongly agree, agree, disagree, and strongly disagree. This subject selects the response that best describes his reaction to the statement.

The researcher used questionnaire to find out students' selfregulated at the eleventh grade students of Vocational High School Telkom Pekanbaru. The questionnaire was adopted from Zimmerman (1989) because it was done in Indonesian case study and it is relevant with this research. The questionnaire describes some questions for the respondents to know how the self-regulated of the eleventh students at state Vocational High School Telkom Pekanbaru.



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	Table Instrument Alter		
		Sc	ores
No.	Instrument answer	Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	TTATZ	4

Table III.3

**Blueprint of Self-Regulated** 

The researcher considered the indicator have to include in the

research because of its important value for measuring the variable of Self-

Regulated. In this research, the researcher used the Likert scale as the scale

on the questionnaire. The scale that was used in the questionnaire is 4, 3,

2, 1 for a positive answer and 1, 2, 3, 4 for a negative answer. The

researcher decided to use 4 scales because will decrease the neutral answer

No. item

5, 9, 16, 18, 20

1, 2, 3, 4, 6, 7,8, 10, 11, 13

12, 14, 15, 17, 19, 21

**Indicators** 

Metacognition

Motivation

**Behavior** 

from the respondents.

### **FMnstrument Validity Test**

tan The validity of the instrument could be defined when the instrument S Scould measure what the researcher looking for. The instrument validation in if the research purposes to measure the degree of the test. Furthermore, to Ring

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determine the instrument that was used either accurately or not, the researcher owill analyze it by using the Pearson correlation.

a The method of analysis will correlate each value of the question 3 number with the total value of the question number. In addition, the correlation  $\subseteq$  coefficient that was found by r<sub>count</sub> must still be tested for significance by comparing it to  $r_{table}$ . The items will be correct if they have a value of  $r_{count} >$  $rac{}_{table}$  or p value < 0,05 (Sugiyono, 2018).

The researcher must decide both the validity and reliability of the questionnaire, the researcher spread the questionnaire online before the questionnaire was used. It was required to make sure the questionnaire could be shared for the sample. And during the school research period it was closed because there was covid-19. So, the researcher spread the questionnaire through online using Google form. In the questionnaire, the researcher was spread the questionnaire four times. It happened because some statements in the questionnaire were not valid yet. Although, at the latest of the questionnaire, the researcher got a significant result of the questionnaire



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Indicators	No. items	R	Sig. (2-tailed)	Result of validity
	5	0,733**	0,000	Valid
i k	9	0,609**	0,001	Valid
	14	0,161	0,442	Not Valio
Metacognition	17	0,473*	0,029	Valid
S	19	0,073	0,728	Not Valio
Us	21	0,848**	0,000	Valid
~	23	0,557**	0,004	Valid
a T	28	0,264	0,203	Not Valio
R	29	0,702**	0,000	Valid
au	1	0,254	0,221	Not Valio
	2	0,514**	0,009	Valid
Motivation	3	0,494*	0,012	Valid
	4	0,360	0,077	Not Valio
	6	0,715**	0,000	Valid
	7	0,349	0,087	Not Valio
	8	0,457*	0,022	Valid
	10	0,645**	0,001	Valid
	11	0,584**	0,002	Valid
	13	0,283	0,170	Not Valio
	20	0,599**	0,002	Valid
S	12	0,324	0,114	Not Valio
Sta	15	0,509**	0,009	Valid
<b>Behavior</b>	16	0,519**	0,008	Valid
Isl	18	0,686**	0,000	Valid
lami	22	0,230	0,269	Not Valio
nic	24	0,007	0,974	Not Valio
C	25	0,340	0,096	Not Valio
ni.	26	0,067	0,751	Not Valio
ve	27	0,026	0,900	Not Valio
ers	30	0,156	0,456	Not Valio

Table III.5

Sulta At the first try out, the researcher spread the questionnaire to 25 students. Based on the sample above, the researcher must determine the r<sub>table</sub> by using the Sy formula degree of freedom (df) = N - 2, where is N refers to the amount of **Kasim Riau** 



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 $\bigcirc$ sample. It means 25 - 2 = 23. According to the r<sub>table</sub>, 23 samples with the error significant at 5%, it was at the level 0,3961. It means that the r<sub>count</sub> must bigger 0 than 0,3961. Based on the table above, there were 14 items not valid yet (1, 4, 7, 12, 13, 14, 19, 22, 24, 25, 26, 27, 28, 30). X VIN

### **Table III.6**

### The Validity Test on 2<sup>nd</sup> Try Out Questionnaire

uska	Indicators	No. items	R	Sig. (2-tailed)	Result of validity
J		5	0,526**	0,008	Valid
2		9	0,590**	0,002	Valid
		14	0,280	0,185	Not Valid
		17	0,455*	0,025	Valid
N	<b>Ietacognition</b>	19	0,109	0,611	Not Valid
	C	21	0,707**	0,000	Valid
		23	0,379	0,068	Not Valid
		28	0,248	0,242	Not Valid
		29	0,623**	0,001	Valid
		1	0,471*	0,020	Valid
		2	0,478*	0,018	Valid
		3	0,507*	0,011	Valid
	Motivation	4	0,453*	0,026	Valid
÷		6	0,459*	0,024	Valid
tate		7	0,294	0,163	Not Valid
eIs		8	0,409*	0,047	Valid
and the second se		10	0,681**	0,000	Valid
am		11	0,602**	0,002	Valid
10		13	0,391	0,059	Not Valid
		20	0,707**	0,000	Valid
i.		12	0,386	0,062	Not Valid
versitv		15	0,472**	0,020	Valid
S.		16	0,385	0,063	Not Valid
		18	0,485*	0,016	Valid
of	Behavior	22	0,127	0,555	Not Valid
S	Denavior	24	0,256	0,227	Not Valid
Sultan		25	0,092	0,670	Not Valid
an		26	0,508*	0,011	Valid
VS		27	0,058	0,787	Not Valid
a		30	0,325	0,121	Not Valid

Correlation is significant at the 0,01 level (2-tailed).

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Т Furthermore, at the second try out, the researcher found that 13 items still ۵ 7 not valid yet (17, 12, 13, 14, 16, 19, 22, 23, 24, 25, 27, 28, 30). There were 24 0 students who filled the questionnaire. Based on the respondents, the degree of freedom (df) is 22, mentioning to r<sub>table</sub> at level 22 was 0,4044. It means that the X items whom not valid yet was not higher than 0,4044. In addition, at this Z questionnaire, the researcher omitted 3 items from the first questionnaire.

Indicators	No. items	r	t Questionnaire Sig. (2-tailed)	Result of validity
	5	0,420	0,051	Not Valid
	9	0,735**	0,000	Valid
	14	0,492*	0,020	Valid
	17	0,750**	0,000	Valid
Metacognition	19	0,051	0,823	Not Valid
Ŭ	21	0,363	0,097	Not Valid
	23	0,399	0,066	Not Valid
	28	0,543**	0,009	Valid
	29	0,756**	0,000	Valid
	1	0,568**	0,006	Valid
	2	0,533**	0,011	Valid
	3	0,647**	0,001	Valid
2	4	0,533*	0,011	Valid
	б	0,145	0,518	Not Valid
	7	0,596**	0,003	Valid
	8	0,587**	0,004	Valid
	10	0,821**	0,000	Valid
•	11	0,753**	0,000	Valid
1	13	0,603**	0,003	Valid
	20	0,374	0,086	Not Valid
	12	0,579**	0,005	Valid
Behavior	15	0,681**	0,000	Valid
:	16	0,659**	0,001	Valid
	18	0,229	0,304	Not Valid
<b>`</b>	22	0,306	0,166	Not Valid
Behavior	24	0,668**	0,001	Valid
	25	0,000	1,000	Not Valid
	26	0,683**	0,000	Valid
c	27	0,259	0,245	Not Valid
	30	0,556**	0,007	Valid



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Т In the third try-out questionnaire, the researcher found that some basic ۵ X items still not valid yet. There were 10 items such as item number 5, 6, 19, 20, 21, 0 23, 18, 22, 25, 27. This try-out questionnaire spread to 22 students. It means that the degree of freedom (df) at level 20. Based on  $r_{table}$ , level 20 refers to 0,4227.

### Table III.8

The Validity Test on 4th Try Out Questionnaire

Indicators	No. items	r	Sig. (2-tailed)	Result of validity
J 	5	0,404*	0,045	Valid
	9	0,734**	0,000	Valid
Metacognition	17	0,610**	0,001	Valid
	21	0,542**	0,005	Valid
	29	0,647**	0,000	Valid
	1	0,692**	0,000	Valid
	2	0,702**	0,000	Valid
	3	0,754**	0,000	Valid
	4	0,422*	0,036	Valid
	6	0,404*	0,045	Valid
Motivation	7	0,503*	0,010	Valid
NIOUVALION	8	0,611**	0,001	Valid
	10	0,856**	0,000	Valid
	11	0,778**	0,000	Valid
	13	0,492**	0,012	Valid
1	12	0,497*	0,011	Valid
	15	0,577*	0,003	Valid
Behavior	16	0,628**	0,001	Valid
4	18	0,437*	0,029	Valid
T	26	0,490*	0,013	Valid
	30	0,463*	0,020	Valid

y of Sultan Syarif Kasim Riau Moreover, on the latest try-out questionnaire, the researcher found that all the items were valid. This questionnaire was spread to 25 students. Thus, the degree of freedom at 23 was 0,3961. It means that all items passed the df's level at 0,3961. In addition, the researcher concluded that the



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questionnaire was valid on the fourth try-out. It indicated that the ۵ X • questionnaire could be used to measure the sample of the research. 5

### GaInstrument Reliability Test

ik Reliability refers to the consistency of the instrument. The instrument  $\mathbf{z}$  could be called as reliable when the result of the data is consistent. The use S SD of the reliability test by the researcher was to determine the accuracy of the ka objects and the results, whether the instrument used several times to measure J Q the same thing, would produce the same data. In this research, the reliability test for each variable was calculated by looking at the level of the Cronbach's alpha.

There were two explanations of why Cronbach's alpha test was used by the researcher. First, because this method was the most widely used questionnaire reliability test technique. Second, by conducting the Cronbach's o alpha test, inconsistent indicators will be identified. Cronbach's alpha was a te test of reliability that has values ranging from 0 to 1. In addition, the ST lamic University of Sultan Syarif Kasim Riau minimum limit for Cronbach's alpha was 0,70, although it may be reduced to 0,60 in exploratory research.

	Table III.9Cronbach's Alpha Reliability Level								
<b>Cronbach's Alpha</b>	Internal consistency								
0,0 - 0,20	Unacceptable								
> 0,20 - 0,40	Poor								
> 0,40 - 0,60	Good								
> 0,60 - 0,80	Very Good								
> 0,80 - 1,00	Excellent								

Source: Arikunto (2006)



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Т Based on the table above, the researcher knew that the level of ۵ X • consistency of the instrument. Because there were many try-out a guestionnaires was held by the researcher, the researcher decided to choose milik the latest try out questionnaire to be tested the reliability of its instrument.

 $\subset$ Based on the result of the SPSS 21.0, the researcher found that the Z o level of Cronbach's Alpha at the latest try out questionnaire was 0,822. It uska means that the reliability of the instrument was categorized as excellent and R passed the minimum limit of Cronbach's Alpha at level 0,70. 9

H. Data Collection Procedures and Data Analysis Technique

1. Preparation and Implementation

The stages in data processing, namely:

- a. Develop a questionnaire or scale of self-regulated learning for students.
- Determine the respondents, namely eleventh grade students. b.
- Instrument testing by experts (expert judgment), which is carried out С. by the thesis supervisor at the time of guidance.
- d. Retrieval of data through questionnaires to students via Google form.
- e. Perform data analysis that has been collected.

## Islamic University of Sultan **Data Analysis Technique**

In the research, the researcher used descriptive statistics type. It is

Descriptive statistics were used to analyze the data by describing and defining the data were found. This technique is used to analyze the sample and the findings will be used for the total population. On the other hand,



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the result will be used to make a general statement and to describe the whole population (Sugiyono, 2018). Furthermore, this research is used the error level opportunity of the data at 5%. It means from 100% correct data, they were 95% of the opportunity of the data will be correct.



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### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

З This chapter presents conclusion generated based on the findings from data analysis of questionnaire in describing students' self-regulated in learning English at Vocational High School Telkom Pekanbaru. This chapter also provides S the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

### $A_{\underline{c}}^{\underline{\omega}}$ Conclusion

The self-regulated that was analyzed by the researcher on students of grade eleventh at Vocational High School Telkom Pekanbaru as follows: Metacognition, motivation and behavior. Based on the result of the research, the researcher found that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-State Islamic University of Sultan Syarif Kasim Riau regulated was categorized very low by the percentage at 52% and categorized very high at 24%.

Furthermore, to know the level of each indicator that was assessed, the researcher concluded as follows:

- 1. Based on the indicator of metacognition, the researcher found that the students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a low category by percentage at 44%.
- 2. The second indicator, based on the result of the indicator of motivation the researcher found that 25 students of grade eleventh at Vocational



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High School Telkom Pekanbaru obtained a very low category by percentage at 48%.

3. On the last indicator, the researcher found that 48% of students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a very low category in the indicator of behavior.

Based on the data above, the researcher concluded that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low.

### **B.** Suggestion

Based on the findings, the writer would like to propose several suggestions, as follows:

1. The teachers of English at Vocational High School Telkom Pekanbaru, the teachers are expected to further improve students' patterns that and apply the discipline system. This is intended as a way to deal with students who have low learning discipline. So, that it can improve students' selfregulated in learning English.

2. Furthermore, for students it is suggested to practice discipline. Because, it will help in developing self-regulated learning and achieving desired goals.



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### The Result of the Questionnaire Response of the Research

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2	Affiancta uti		3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
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4	Habibk y se		3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
5	Rama anti ag	XI TKR	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
6	Manager Andrewski (1995) Manager Andrewski (19	CHITKE	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
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9	Run galab	XI TKR	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Heny Agustia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Ama@ctagia [	XI ADP	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Raka≰ka ⊃ IS	· XI ADP	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
13	<u> </u>	XI AK	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
14	Nurdika	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	2	3	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
15	Natia Indira	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Meysitch Sari C	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Wani Qurlina Wani Qurlina Nanda Riczym Pratama Kana Micza Pratsvi	XI ADP	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Pratama	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19			3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
20	Shela Svalidah	XI ADP	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Right Adiga P	XI TKR	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22		XIAK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
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10 B	AmsanHarefa	4	4	3	4	3	3	1	4	4	3	4	3	4	1	3	4	4	3	3	3	3	3	3	3	2	2	3	3	3	2	ģ
0	Shela Syahidah	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	1
33	Amanda Novika	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	
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A P	Fengk <mark>u M</mark> uhammad Aqshal	4	4	4	3	3	3	3	3	3	4	4	3	4	1	2	3	3	4	3	4	4	3	3	3	1	2	3	2	3	1	
- Bul	FabimaRamadhani	4	4	3	4	4	3	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	
5 1	Thasya Nurshifah	4	4	4	4	3	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	
	Mega <del>Qli</del> via Natalia	4	4	4	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
19 Bu	Heny Agustia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
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Unultikany & M	Rizka Kurnia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
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	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
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	Meysitoh Sari	4	4	3	4	3	3	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	
18. 1	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	
	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
278 I	Rizky Aditya	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	
	Khasanah Ulya	3	-	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
200 H	Rani Gusnita	3	3	3	3	3	3	2	4	3	4	3	3	3	2	4	3	4	4	3	3	3	3	3	2	3	3	3	2	3	2	
<u>u</u>	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
* 274 H	Ryan Aristafalah	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	
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### The Result of Questionnaire Response on the 2<sup>nd</sup> Try Out

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Pe Pe lara	arc	Arma Octavia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
a. Pengu b. Pengu Dilarang	Dilarang	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	101
utip	33	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
<del>ehgultipanIhalnya uhtuk kepentlinganIpelndidiikani, pe</del> engutipan tidak merugikan kepentingan yang wajar rang mengumumkan dan memperbanyak sebagian		M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	3	3	4	4	1	3	3	4	3	3	3	3	4	3	2	2	2	3	2	3	2	91
tid gur	gut	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	2	2	2	3	2	3	3	85
Inur	Sad	Tengk Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	4	88
me	B	Mega <del>Ol</del> ivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	3	1	1	2	3	3	4	93
an	66	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
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an an	193	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
leni Nen	14	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
npe	10	Rizka 🗱 Kurnia	4	4	4	4	3	3	2	4	4	4	4	4	4	1	4	3	3	3	4	3	3	4	3	3	3	1	1	3	3	3	96
)an Itin	12	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	1	2	3	3	3	85
gai gai	17	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	4	3	4	3	2	2	3	3	3	87
n yak	ar	Nadia <b>Ind</b> ira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	84
ang	199	Meysitch Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
g w ba(	١ <u>₽</u>	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	1	3	2	3	2	94
aja giai	180	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
r U	14	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	4	3	3	4	3	4	3	1	2	3	3	3	90
ulN ulN	278	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	2	3	3	2	88
an, Su se	2]	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	86
n <del>e</del> litian, penu UIN Suska R atau seluruh	18r	Khasanah Ulya	4	3	3	4	3	3	1	4	3	4	3	3	4	2	4	3	4	4	3	3	3	3	3	2	3	2	1	2	3	2	89
a R uh	Et al	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
<del>nulisa</del> n k Riau. ıh karya	24	Rani Gusnita	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	86
n karya ilmiah, penyusunan laporan ya tulis ini dalam bentuk apapun tar	sebaajan হাৰদ seluruhচkহাসৰ াডািঙলাবিৰাক্ষ্ণহাশালৰাক্ষ্মাহ্বাক্ষাহ্বনাধ্বদাক্ষাহ্বনাধ্বদাক্ষম dan menyebutkan sumber:	State Islamic Un																															



<u>a</u>

Hak 1. Di

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The Result of Questionnaire Response on the 3<sup>rd</sup> Try Out

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

)ilarging meng . Pengutipan	Name																No.	Item														Score
larging n Pengluti		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	Score
g-mengutip gutipan han	Lesi Levisa	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
nen oan	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	3	1	4	4	4	3	103
ling in	Septri <b>an</b> Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	3	4	2	1	4	4	4	95
1 K	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
a Pr SS	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	4	2	2	3	2	3	3	87
untu	Tengku Muhammad Aqshal	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	1	1	1	4	4	4	97
	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	4	1	1	2	3	3	4	94
cep at	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	4	2	2	3	3	3	3	91
S len en	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	4	3	1	3	2	3	4	102
	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	89
luru gan	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
	Rizka 🕼 Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	- 1	4	4	4	3	3	3	3	4	3	4	3	1	1	4	4	4	99
hatau sel⊎ruh kanya tulisinitanpa n kepentingan pendidikan, penelitian	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	1	2	3	3	3	86
ona lidik	Nurdika	4	4	4	4	3	3	1	4	4	4	4	4	4	- 1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	- 3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	85
	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	91
peneliti	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	4	4	1	3	2	3	2	95
	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
an, p	Mega Pratiwi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
	Shela Syahidah	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	87
pagtu	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
<del>αρίαβαα</del> tumkan dan menyebutkan sumber: <del>, penulis</del> an karya ilmiah, penyusunan laporar waa Piau	State Islamic Un																															



The Result of Questionnaire Response on the 4<sup>th</sup> Try Out

	Hak Ci																						
a. Pengu		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Score
rang	Aina Mardiyah	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
utip	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	4	4	4	4	4	1	4	3	71
menguti Itipan ha	Amanda Novika Amanda Novika Septriam Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	4	2	3	3	4	2	4	4	70
utip han	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
şe ya l	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	3	3	4	3	3	2	3	3	62
tip sebagi anya untu	Tengku Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	3	2	4	3	3	1	3	4	61
ian ik k	Mega Ottvia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	2	3	4	4	4	1	3	4	71
kepe	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	3	4	3	3	2	3	3	66
u se Intin	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	4	4	4	4	4	1	3	4	75
larang mengutip sebagian atau seluruh_kanya ชนแฮ inผูtanpamen Pengutipan hanya luntuk kepentingan pendidikan, penelitian, per	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	64
	Lesi L <b>ev</b> isa	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
(ary) andi	Rizka 🔣 Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
dika	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	1	3	3	60
	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	4	62
oen	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
eliti	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	65
inistangaanen penelitian, pe	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	3	4	4	4	4	1	3	2	68
	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	2	4	3	4	3	3	3	1	64
cantue nulisar	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	3	1	3	3	62
ian 280	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	4	4	2	3	3	3	3	4	66
kan	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	62
Va 28	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
n. 23	Rani Gusnita	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
	Amsar	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	63
Den 2	Arma Octavia	4	4	4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	1	3	4	76
in่มู่ส่งชุวละrheacantumkลุก ๔ุลกะก็คอมyebutkan sumber: perlelitian, pehulisan katya ilmiah, penyusunan laporan	Islamic Un																						



### The Result of Questionnaire Validity Test on the 1<sup>st</sup> Try Out

Hak 1. Di a. b. 2. Di

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	ak 💭	I														С	orrela	tions								_			-		
larang mengutip sebagian atau seluruh karya tuns ini tanpa mencantomkan dan menyebutkan sumber: Pengutipan hanga untuk kepentingan pendidikan, penelitian, genulisan karya ilmian, penyusunan lapoi Pengutipan udak merugikan kepentingan yak sebagiar UIN guska Riau larang mengumumkan dan memperbanyak sebagiar atau seluruh karya tulis inr dalam bentuk apapun	ipta a	ax	X3	X	x5	хб	x7	x8	x9	x1	x1	x1	x1	x1	x1	X16	X1	x18	x19	x2	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
g n guti guti g n	D.	0		4						0	1	2	3	4	5		7			0											
heng pan pan heng	ndu 1	.665	.37	.42	.20	.40	-	-	.19	.11	.00	-	.16	-	-	.144	.20	.218	-	.16	.306	433*	332	.477*	-	.250	.087	300	050	28	.254
jutip dan	ngi	ar	2	8*	4	$8^*$	.06	.15	1	5	0	.05	7	.14	.34		5		.073	7					.080					2	
Correlation Se	Unc	mil					2	9				0		4	7																
bagi untu ieru(	ndungi Undang-Undang	.000	.06	.03	.32	.04	.76	.44	.36	.58	1.0	.81	.42	.49	.08	.491	.32	.295	.728	.42	.137	.031	.105	.016	.704	.228	.681	.146	.811	.172	221
danigka2-keilen	-Un	$\subseteq$	7	3	8	3	9	8	1	5	00	1	6	1	9		5			6											
atau eper n ke mei	dang	Z																													
sel iting per	25	S L	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25		25
uru Jan htir	.66	SI	.59	.42	.08	.51	-	.08	.33	.41	.24	.27	.31			.515	.32	.527	-	.24	.418	152	080	.173	-	.152	.095	252	.011	-	.514**
Janelation Ka	5**	മ	6**	8*	6	4**	.05	1	2	8*	5	4	5	.06	.32	**	6	**	.062	5	*				.004					.283	
arya ndid yar		Ri					2							1	0																
ebaig(2-file)	.00	au	.00	.03	.68	.00	.80	- 1	.10	.03	.23	.18	.12	.77	.11	.008	.11	.007	.770	.23	.038	.469	.705	.408	.984	.469	.650	.225	.960	.171	.009
s in ajaı giar	0		2	3	4	9	5	0	5	8	8	4	5	3	9		1			8											
i tar enel r Ull r <sup>7</sup> ata	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
au <sup>2</sup> source	.37	.596	1	-	.33	.33	/	.22	.56	.48	.27	.19	-	.05	.09	.380		.450		.27	.488	.000	.221	343	.227	.107	333	.056	.194	.097	.494*
el uselationel	2			.14	1	1	.01	1	4**	8*	0	4	.13	9	2		.10		.015	0											
ncai enul a Ri				7			3						5	_			7							2							
kanjig (2-arile⊕n	.06	.002		.48	.10	.10	.95	.28	.00	.01	.19	.35	.52	.78	.66	.061	.61	.024	.944	.19	.013	1.000	.288	.093	.275	.611	.103	.790	.354	.645	.012
nkaı ۱ ka a tö	7	25	25	4 25	6	6	3	9	3	3	25	4	0	1	2	25	1	25	25	1	25	25	25	25	25	25	25	25	25	25	25
n da rya flis i	25 .42	25 .428	25	1	25 .16	25 .56	25	25	25 .05	25 .06	25	25	25 .59	25	25	25 .114	25 .58	25	25 .282	25 .29	25 .257	25 142	25 103	25 .518 <sup>**</sup>	25	25	25 .137	25 155	25 .169		25 .360
n Pearsonnia In m	.42 8*	.420	.14	1	.10	.50 4**	-	.04	.05	.00	.03	.16 9	.39 2 <sup>**</sup>	- .39	.10	.114	.30 4**	.165	.202	.29	.237	142	105	.310	- .067	.044	.137	155	.109	- .124	
acorrelation	0	Sta	.14		1	+	3	9	2	0	.03	2	2	. <i>39</i> 9*	.10		+			0					.007	.044				.124	
/ebu pen		ate	/	I	I		5	21	I	1	5			21	01					'				1		I	1	1		I	1
utka yus entu																															
un si una		Islamic																													
n la pap		nic																													
nber: Iaporan apun tar		C																													
ran tar		P.																													

Item\_2

Item\_1

Item\_4



	.03	.033	.48		.44	.00	.06	.81	.77	.74	.87	.42	.00	.04	.63	.588	.00	.430	.172	.15	.216	.497	.624	.008	.750	.835	.515	.461	.420	.554	.077
Sig. (2-tailed)	<b>I</b> 3	0	4		2	3	7	5	9	7	6	0	2	8	4		2			1											
Gr. b. a. D.	Hak 25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Dilarang a. Pengu b. Pengu Dilarafig	<b>b</b> 20	.086	.33	.16	1	.50	_	.38	.53	.42	.40	.12	.00	_	.52	.177	.21	.356	.180	.61	.656	.177	.523**	106	.319	-	212	.451*	.739**	.425	.733**
ม มาติเ ม	a D 4	0	1	1		$0^{*}$	.41	9	5**	1*	8*	3	0	.17	3**		5			2**	**					.272				*	
He a a a	ilind	-p					7*							7																	
n h: n ti	<b>1</b> 32	.684	.10	.44		.01	.03	.05	.00	.03	.04	.55	1.0	.39	.00	.398	.30	.080	.390	.00	.000	.398	.007	.613	.121	.188	.309	.023	.000	.034	.000
		В	6	2		1	8	5	6	6	3	8	00	8	7	.070	1		.070	1		1070	1007	1010	1121	1100	1007	1020	1000		.000
seba a u me mka	nd 25	-25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
agia ntuk nug	<b>P</b> _40	-25	.33	.56	.50	1		.11	.53	.42	.20	.43	.20		.19	.177	.39	.356	-	.40	.656	.000	.232	.159	.319	.068	212	.169	.431*	.292	
an a		**	.55	4**	.50	1	.41	.11	. <i>55</i>	.42	.20	. <del></del> 1*	.20	.17	.1)	.177	.57	.550	.045	.40	.050	.000	.232	.157	.517	.000	212	.107	.451	.272	.715
nerozelaen	Ciota Dilinduno 32 0 4 0 8 0 8 0 10 0	S N	1	-			.41	1	5	1	-	1	-	.17	0		5		.045	0											
sel nper	.04	-	.10	.00	.01		.03	.59	.00	.03	.32	.03	.32	.39	.34	.398	.05	.080	.831	.04	.000	1.000	.263	.446	.121	.747	.309	.418	.032	.156	000
	.04	-009 	.10	.00	.01		.05	.37	.00	.05	.52	.03	.52	.57	.34	.570	.05	.000	.051	.04	.000	1.000	.205	.++0	.121	./4/	.507	.410	.032	.150	.000
Dilarang mengutip sebagian atau selupuh karya tulis ini tanga mencantumkan da a. Pengutipan hapya untuk kepentingan pendidikan, penelitian, penulisan arya b. Pengutipan tidak merugikan kepentingan yangawapar UIN Suska Riatu. Dilarang mengumumkan dan memperbanyak sebagian atati seluruh karya tulis i	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
nrya Ididi Yan K se	23	利	23			23	1	23	23	23	23	23	23		23	.107	23		25	23			449 <sup>*</sup>	.246	23	.500	.450 <sup>*</sup>	23	495 <sup>*</sup>	23	349
gew Ba	.06	.052	.01	.37	.41	.41		.32	.62	.04	.18	.02	.21	.56 3**	.26	.107	.45	.122	.347	.34	.220	268	++7	.240	.082	.500	.450	- .616 <sup>**</sup>	495	.661	549
	2	.052	.01	.37	.41	.41		.52	.02	.04		.02	.21	5	.20		.45		.547	.54	.220				.062			.010		.001	
i tar enel r UI n ata	.76	.805	.95	.06	.03	.03		.11	.00	.84	.37	.89	.29	.00	.19	.610	.02	.563	.089	.09	.290	.195	.024	.236	.698	.011	.024	.001	.012	.000	.087
	.70	.005	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.00	.05	.03		.11	.00	0	.37	.09	.29	.00	.19	.010	.02	.505	.069		.290	.195	.024	.230	.098	.011	.024	.001	.012	.000	.087
me n, pr usk	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	6 25	25	25	25	25	25	25	25	25	25	25	25
nca enu a R uh	-	.081	.22	-	.38	.11	25	1	.56	.09	.54	25	-		.53	.177	23	.337	.120	.31		.000	.155	115	.349	.083	259	.176	.321		*
ntur kan	.15	.001	.22	.04	.50	.11	.32	1	.50	.07	.J <del>+</del> 4 <sup>**</sup>	.19	.27	.07	0**	.1//	.03	.551	.120	.51	.337	.000	.155	115	.577	.005	237	.170	.521	.100	.+57
aCorrelation nka	.15		1	.04		1	0		1		-	.15	.27	.07	0		.05			0											
n da Irya Ilis	.44	.700	.28	.81	.05	.59	.11		.00	.63	.00	.35	.18	.70	.00	.398	.86	.100	.569	.12	.078	1.000	.459	.584	.088	.693	.211	.401	.117	.613	022
Big. (2-miled)		.700	.20	.01	.05	.37	.11		.00	.05	.00	.55	.10	.70	.00	.570	.00	.100	.507	.12	.070	1.000		.504	.000	.075	.211	.401	.117	.015	.022
iffiniah, pe iffiniah, pe iffi dalam t	25	Sta	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
yeb per	23	Ŧ	23	23	23	23	23	25	23	23	23	23	25	23	23	23	23	23	25	23		25	23	23	25	25	25	25	25	25	23
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menyebutkan sumber: niah, penyusunan laporar dalām bentuk apapun tar		C																													
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UND		.19	.332	.56	.05	.53	.53	_	.56	1	.35	.43	.02	_		.34	.142	16	.190	.006	.43	.507	.118	.396*	305	.236		485*	.449*	.436*	.494	.609**
	Pearson	1		.30 4**	.05	. <i>33</i> 5 <sup>**</sup>	.55 5**		.30	1	.55	.43			-	.54	.142	.16	.190	.000	.45 6 <sup>*</sup>	.307	.110	.390	305	.230	100	465	.449	.430	.494	.009
	Correlation	Hak	0	4	9	3	5	.62 8 <sup>**</sup>	1		0	0	5	.08 2	.14 2	5		5			0						.100					
	ilara . Pe . Pe	Cip 26	H 25	.00	.77	.00	.00	o .00	.00		.08	.02	.90	.69	.49	.09	.499	.43	.362	.977	.02	.010	.574	.050	.138	.256	.634	.014	.024	.029	.012	.001
	ang 2 giller	ta D 1	0 ×	.00	.//	.00	.00	.00	.00		.00	.02	.90	.09	.49	.09	.477	.45	.502	.711	.02	.010	.574	.050	.150	.230	.034	.014	.024	.029	.012	.001
	me Itipa Itipa	110 25		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ngu In h In ti	<b>u</b> <b>u</b> <b>u</b>	25 .418	.48	.06	.42	.42		.09	.35	1	.34	.36	.30		.15	.298	.47	.693	-	.53	.561	.331	.479*	169	23	25	.233	.058	.369	25	.645**
	tip s daty datk		З.	.40	.00	.42	.42	.04	.07	0	1	4	.50	.50	.13	.15	.270	7*	**	.050	5**	**	.551		.107	.147	.115	.235	.050	.507	.045	.045
	and a selation selati	nda	Ξ	0		1	1	3	_	Ŭ		·		Ŭ	2			ŕ		.000	5										.015	
0	<ol> <li>Dilarang mengutip sebagian atau seluruh karya tolis ini tanpa mencan umkan a. Pengutipan hapya untuk kepentingan pendidikan, penelitian, penulisan kary b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</li> <li>Dilarang mengumumkan dan memperbanyak sebagian atat seturuh karya tuli</li> </ol>	Hak Cipta Dilindungi Undang-Undang 25	.038	.01	.74	.03	.03	.84	.63	.08		.09	.07	.13	.52	.44	.148	.01	.000	.811	.00	.004	.106	.015	.419	.483	.585	.262	.783	.070	.832	.001
	an iga 2-miled	Und 5	NIR	3	7	6	6	0	8	6		2	0	7	8	7		6		1011	6		1100	1010			10 00	.202		.070	1002	1001
	tau pent kep	<b>ang</b> 25	Q5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	selu beni	.00	.245	.27	-	.40	.20	_	.54	.43	.34	1	.35	.16	4	.29	.289		.291	_	.33	.535	.144	.427*	.022	.160	-	065	.484*	.603**	.130	.584**
	an p Ban p	0	X	0	.03	8*	4	.18	4**	6*	4		2	7	.28	4		.11		.220	3	**					.222					
	Coffic all		a R		3			6							9			7														
1	ya t didil /anç	1.0	.238	.19	.87	.04	.32	.37	.00	.02	.09		.08	.42	.16	.15	.162	.57	.158	.291	.10	.006	.491	.033	.918	.445	.286	.758	.014	.001	.535	.002
	Bag 2-ailed is	00	Ē	1	6	3	8	4	5	9	2		5	6	2	4		7	E.		3											
	ini per ajar	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	tanp nelit UIN atau	-	.274	.19	.16	.12	.43	-	-	.02	.36	.35	-1	.20	-	.10	.305	-	.044		-	.081	.218	.315	111	.205	-	091	.299	.242	.216	.324
	Pearson n.	.05		4	9	3	1*	.02	.19	5	9	2		1	.08	5		.01		.310	.15						.075					
	furc	0						8	1						7			8			1											
2	nulii Ria	.81	.184	.35	.42	.55	.03	.89	.35	.90	.07	.08		.33	.67	.61	.139	.93	.835	.132	.47	.701	.296	.125	.597	.325	.720	.664	.147	.243	.300	.114
	ang 2-anice	1		4	0	8	2	4	9	7	0	5		5	9	9		3			2											
	ıkan da karya tīulis i	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	is in earson	.16	.315	-	.59	.00	.20	-	-	-	.30	.16	.20	- 1	-	-	.144	.64	.218	.293	.33	.306	.433*	.380	.152	-	-	.411*	.046	.201	-	.283
3	de correlación de	7		.13	2**	0	4	.21	.27	.08	6	7	1		.57	.21		5**			3					.480	.444				.174	
	i dan menyebu ya ilmian, pen lis in dalam be		Sta	5				7	2	2					7**	4										*	*					
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Item\_12 Item\_13

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	E Divid	42	125	50	00	1.0	22	20	10	60	12	42	22		00	20	40.1	00	205	155	10	127	021	061	460	015	026	041	827	225	407	170
	Sig. (2-tailed)	.42	.125	.52	.00	1.0	.32	.29	.18	.69	.13	.42	.33		.00	.30	.491	.00	.295	.155	.10	.137	.031	.061	.469	.015	.026	.041	.827	.335	.407	.170
	2. D a C	Hank 25	0	0	2	00	8	8	8	7	7	6	5	2.5	3	5		1			3		2.5		2.5							
	)ilar Jilar	<b>2</b> <sup>25</sup>	- <u>45</u> a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ang eng	- 4	×	.05	-	-	-	.56	-	-	-	-	-	-	1	-	.250	-	.063	-	-	-	375	370	113	.468	.553	.056	319	305	-	161
		14	.061	9	.39	.17	.17	3**	.07	.14	.13	.28	.08	.57		.02		.40		.445	.43	.298									.113	
Item_14	eng an l an t		pta		9*	7	7		9	2	2	9	7	7**		3		6*			3*											
		<b>5</b> .49	.773 <b>B</b>	.78	.04	.39	.39	.00	.70	.49	.52	.16	.67	.00		.91	.228	.04	.765	.026	.03	.148	.065	.069	.592	.018	.004	.790	.120	.139	.592	.442
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	an gikork	<u>-</u> -		.09	-	.52	.19	-	.53	.34	.15	.29	.10	-	-	1	.139	.06	.128	.123	.16	.312	.347	.540**	195	.439	.058	094	.365	.507**	.327	.509**
	n epatat	<b>3</b> 4	.320	2	.10	3**	6	.26	0**	5	9	4	5	.21	.02			6			0					*						
Item_15	u se ntin epe	<b>2</b> 7	S		0			8						4	3																	
	endig (2-miled)	.08	. 559	.66	.63	.00	.34	.19	.00	.09	.44	.15	.61	.30	.91		.509	.75	.542	.557	.44	.129	.090	.005	.351	.028	.784	.656	.073	.010	.111	.009
	uh k igar any	9	ka	2	4	7	7	6	6	1	7	4	9	5	3			5		_	5											
	ndio ndio ak :	25	Ħ	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	
	a tu ngasota	.14	.515	.38	.11	.17	.17	.10	.17	.14	.29	.28	.30	.14	.25	.13	1	.15	.567		-	.298	.000	.164	169	.399	.289	.225	180	.087	-	.519**
	agreen in lis	4	<b>S</b> **	0	4	7	7	7	7	2	8	9	5	4	0	9		2	**	.032	.14					*					.263	
Item_16	ni ta bend ar L an a														-			_			4											
		.49	.008	.06	.58	.39	.39	.61	.39	.49	.14	.16	.13	.49	.22	.50		.46	.003	.880	.49	.148	1.000	.432	.419	.048	.162	.280	.390	.679	.204	.008
	sel	1		1	8	8	8	0	8	9	8	2	9	1	8	9		7			1											
	enc pen ska urru	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Ria Ria	.20	.326	-	.58	.21	.39	-	-	.16	.47	-	/-	.64	-	.06	.152	1	.397	.426	.46	.309	.381	.342	.092	-	-	.411*	085	.203	-	.437*
	aryanan	5		.10	4**	5	5	.45	.03	3	7*	.11	.01	5**	.40	6			*	*	9*					.345	.254				.099	
Item_17	tuli			7				7*	6			7	8		6*			$\leq$														
item_17	dat /a illia	.32	.111	.61	.00	.30	.05	.02	.86	.43	.01	.57	.93	.00	.04	.75	.467		.050	.034	.01	.132	.060	.094	.663	.091	.220	.041	.686	.330	.637	.029
	da nia	5		1	2	1	1	2	5	6	6	7	3	1	4	5		1			8											
	eny h, p	25	Sta	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ebu peny		Ite																													
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	Dilarang mengutip sebagian atau seluguh karya tulis ini tanga mencantumkan dag menyebutkan sumber: a. Pengutipan haaya untuk kepentingan pendidikan, penelitian, penulisan sarya imiah, penyusunan lapoj b. Pengutipan tidak merugikan kepentingan yangawapar UIN Suska Riatu. Dilarang mengumumkan dan memperbanyak sebagian ataa seluruh karya tulis ini dalam bentuk apapun		nic																													
	ang menyebutkan sumber: ilipiniah, penyusunan laporan <sup>gi</sup> irifi dalam bentuk apapun tar		Islamic Un																													
	an		ni													- 2																



	Pearson	.21	.527	.45	.16	.35	.35	.12	.33	.19	.69	.29	.04	.21	.06	.12	.567	.39	1	.144	.47	.693	.000	.186	.009	.201	.176	.279	292	.318	_	.686**
		<b>H</b> 8	0	$0^{*}$	5	6	6	2	7	0	3**	1	4	8	3	8	**	$7^*$			3*	**									.346	
8		20	.007	.02	.43	.08	.08	.56	.10	.36	.00	.15	.83	.29	.76	.54	.003	.05		.492	.01	.000	1.000	.372	.964	.336	.401	.178	.157	.121	.091	.000
	Dilgrang mengutip a. Pengutipan han b. Pengutipan tida Dilarang mengumu	Cipt 5	a	4	0	0	0	3	0	2	0	8	5	5	5	2		0			7											
	ng ngr	ه 225	<b>x</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	mer tipa tipa	lino -	-p	-	.28	.18	_	_	.12	.00	-	-	-	.29	_	.12	-	.42	.144	1	.33	.160	.159	.251	186	-	-	181	096	.243	.053	.073
	ngut ngut	<b>E</b> .07	.062	.01	2	0	.04	.34	0	6	.05	.22	.31	3	.44	3	.032	6*			0					.097	.324					
	TComelation of s	<b>E</b> 3	m.	5			5	7			0	0	0		5*																	
9	eba a un mei	<b>10</b> <b>a</b> .72	.770	.94	.17	.39	.83	.08	.56	.97	.81	.29	.13	.15	.02	.55	.880	.03	.492		.10	.445	.448	.227	.373	.645	.114	.387	.647	.241	.803	.728
	sebagian ya untuk k k merugik; umkaf <sup>a</sup> dar	<b>ng-l</b> 8	$\sim$	4	2	0	1	9	9	7	1	1	2	5	6	7		4			7											
	n at kep kan	<b>Cipta Dilindungi Undang-Undang</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	au s bent kep	<b>0</b> .16	.245	.27	.29	.61	.40	-	.31	.43	.53	.33	-	.33	_	.16		.46	.473	.330	1	.726	.289	.427*	.130	-	-	.043	.253	.603**	.130	.599**
	selu ment fer	7	SD	0	6	2**	$8^*$	.34	8	6*	5**	3	.15	3	.43	0	.144	9*	*			**				.240	.500					
	bornelation ruh		ka					0					1	1	3*												*					
20	Dilarang mengutip sebagian atau seluruh karga tulis ini tanpa mengantumk a. Pengutipan habya untuk kepentingan pendidikan, penelitian, peiaulisan k b. Pengutiparatidak merugikan kepentingan yang wajar eliNeSuska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya	.42	.238	.19	.15	.00	.04	.09	.12	.02	.00	.10	.47	.10	.03	.44	.491	.01	.017	.107		.000	.162	.033	.535	.247	.011	.837	.222	.001	.535	.002
	Sign(2-tilled)	6	a	1	1	1	3	6	2	9	6	3	2	3	1	5		8														
	tulis Ikan, Ig wa ebagji	25	5	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	ini per ian	.30	.418	.48	.25	.65	.65	-	.35	.50	.56	.53	.08	.30	-	.31	.298	.30	.693	.160	.72	1	.166	.479*	.080	.197	-	015	.190	.657**	.080	.848**
	ini tanpa penelitan jar gilues an atac s	6	*	8*	7	6**	6**	.22	9	7**	1**	5**	-1	6	.29	2		9	**		6**						.115					
	Correlation 2 n							0				_			8																	
1	men@antumkan ŋ, pei¤ulisan kan iuska Riau. selurun kanga tufi	.13	.038	.01	.21	.00	.00	.29	.07	.01	.00	.00	.70	.13	.14	.12	.148	.13	.000	.445	.00		.429	.015	.705	.344	.585	.944	.362	.000	.705	.000
	⇒ig <sub>x</sub> 2-teile®	7		3	6	0	0	0	8	0	4	6	_1	7	8	9		2			0											
	tum san ar¥a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
		-	-	.00	-	.17	.00	-	.00	.11	.33	.14	.21	.43	-	.34	.000	.38	.000	.159	.28	.166	1	.822**	470*	-	-	.187	.499*	.218	.282	.230
	da i	.43	.152	0	.14	7	0	.26	0	8	1	4	8	3*	.37	7		1		- T	9					.347	.601					
2		3*			2			8							5												**					
	eny h, p	.03	.469	1.0	.49	.39	1.0	.19	1.0	.57	.10	.49	.29	.03	.06	.09	1.00	.06	1.00	.448	.16	.429		.000	.018	.090	.001	.370	.011	.296	.172	.269
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Item\_19

Item\_18

Item\_21



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an a likar	Undang-Undang	.408	.09	.00	.61	.44	.23	.58	.13	.41	.91	.59	.46	.59	.35	.419	.66	.964	.373	.53	.705	.018	.004		.299	.145	.017	.035	.597	.004	.974
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arang mengutip sebagian atau seluruh karya tulisani tanpa mencantuma an dan men dengutipan hanya untuk kepentingan pendudikan, penelitian, pemulisan karya ilmiah, dengutipan tidak meregikan kepentingan yang wajar UIN Sugkaraiau. المنافع drang mengdmumkah dan memperbanyak sebagian atau seturuh karya tulis ini dala	.08	.095		.13	_		.45		-	.23	-		.41	.05		.225	.41	.279		.04		.187	080	.473*	_	.130	1	440*	254		.026
menyebut niah, penye dalam ber	.00	S	.33	.13	.21	.21	0*	.25	.48	.23	.06	.09	1*		.09	.225		.21)	.181	.07	.015	.107	.000	, , ,	.483	.150	1		.234	.724	.020
antumtan dan menyebut aulisan tarya ilmiah, penyi Riau. <sup>(2</sup> h karya tulis <sup>2</sup> ini dalam ber	/	tate	.55				U		.48 5*	5	.00	.09	1	6	.09		1		.101	2	.015				.40J *					./24 **	
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a tulisehi tanpa mencantumetan dan menyebutkan sumber: likan, penelitian, penulisan ilan karya ilmiah, penulusunan laporan ng wajar UIN Suskai karya tulis ini datam bentuk apapun tar item\_26 Item\_27 Item\_27 Item\_27

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Item\_24



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	bur Bur Bur	.30	.252	6	.15	1*	9	.61	6	9*	8	4*	9	6	.31	5	.180	.08	.292	.096	3						.699				**	
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The Result of Questionnaire Validity Test on the 2<sup>nd</sup> Try Out

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	an lika kig. (2-tuiled)	29	.59	.75	.86		.05	.41	.26	.10	.33	.22	.713	.382	.881	.070	.754	.645	.223	.588	.005	.002	.530	.062	1.00	.313	.430	.606	.169	.011	.100	.008
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	erb gatagon	54	.34	.06	.41	.40	1		1	.33	.20	.00	-	.037	-	.029	.067	.298	.258	-	.316	.596	-	.000	.310	.215	-	.111	-	.169	.196	.459*
	any Gorrelation	R3	6	7	1*	0		.17	.12	5	5	0	.079		.032					.116		**	.337				.169		.026			
Item 6	ary andi	ת						3	0																							
item_0	dikig. (2-tailed)	<u>@</u> 2	.09	.75	.04	.05		.41	.57	.10	.33	1.0	.713	.862	.881	.893	.754	.158	.223	.588	.132	.002	.107	1.00	.141	.313	.430	.606	.903	.430	.358	.024
5	agi va	5	7	4	6	3		9	8	9	7	00	-											0								
1	ini t jar an	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
1	tanp nelit UIN	-	-	-	-	-	-	1	-				-	-	.644	-	.303	-	.045		-	-	-	-	.080	.186	.439	.395	-	-	416*	294
2		.38	.10	.25	.38	.17	.17		.47	.62	.29	.13	.109	.395	**	.215		.498	_	.131	.301	.151	.117	.268			*		.352	.439		
		7	0	7	2	3	3	-	6*	8**	1	4					/	*												*		
Item_7	A Cipta Dilindungi Ungang-Uadang Dilarang mengutip sebagian kan kepentingan pendidikan, penelitian, penulisan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kan	.06	.64	.22	.06	.41	.41	-	.01		.16	.53	.611	.056	.001	.312	.150	.013	.836	.542	.153	.482	.587	.205	.709	.385	.032	.056	.092	.032	.043	.163
ŝ	au. au. tailed)	2	2	6	6	9	9		9	1	8	2																				
	ingi Unstang-Undang di jutip sebagiang-Undang di hanyacuntuk keperatingan pendidikan, penelitian, penulisan karya itmian, pe tidak merugikan kepentingan yang wajar UIN Suska Riau.	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	n d trya	.26		.40	.24	.23			1	.52	.12	.30	27	.022		.640	.040	.059	.154	.348	1	.192	.040		.000	.214	24			.303	.117	.409*
L O	D. ₽earson		.06				-	-	1				-	.022	-	.040	.040	.039	.134	.340	.109	.192	.040	.000	.000	.214	-	-		.303	.117	.409
Item_8	da Borgelation	5	9	3	6	9	.12	.47	1	9**	2	9	.047		.367												.202	.411	.016			
	nye , pe	ta					0	6																	I	I						
0	but eny	te ]																														
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	Sig. (2-tailed)	.20	.74	.05	.24	.26	.57	.01		.00	.56	.14	.826	.917	.077	.001	.852	.783	.472	.096	.376	.369	.852	1.00	1.00	.315	.344	.046	.942	.150	.585	.047
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	ipta arar Pen Pen	2	.37	.72	.20	.33	.33	-	.52	1	.40	.27	.241	.074	-	.401	-	.197	-	.115	.265	.301	.103	.236	.024	.098	-	-	.310	.387	.367	.590**
	ng r	<b>G</b> *	0	0**	0	5	5	.62	9**		6*	6			.331		.021		.039								.387	.429				
	nen par ar	p						8**																				*				
Item_	ung Igut n ha n tic	91	.07	.00	.35	.10	.10	.00	.00		.04	.19	.256	.731	.115	.052	.924	.357	.855	.591	.210	.153	.633	.266	.913	.648	.062	.036	.140	.062	.078	.002
	nun sig 32-tailed)	H <sup>®</sup> :	5	0	0	9	9	1	8		9	2																				
	ndai eba a u≆n mer	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	<b>ng-l</b> Ingia Ituk Ituk	45	.45	.47	.40	.20	.20	_	.12	.40	1	.47	.519*	.514		.219	.304	.549	.476	-	.357	.348	.138	.318	-	-	-	-	.189	.312	.312	.681**
	an r	_  ≫	0*	0*	6*	5	5	.29	2	6*		6*	*	*	.245			**	*	.060					.032	.250	.450	.114				
	ken ken	S						1																			*					
Item_	10pe		.02	.02	.04	.33	.33	.16	.56	.04		.01	.009	.010	.248	.303	.149	.005	.019	.782	.087	.096	.520	.131	.883	.240	.027	.597	.375	.138	.138	.000
	rbar gig. 22-tailed)	s K4	7	1	9	7	7	8	9	9		9																				
	ka berra an y	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	rya didii /anı	<del>1</del> 9	.14	.34	.14	.25	.00	_	.30	.27	.47	1	.612*	.241	_	.411	.174	_	.111	-	.204	.415	.000	.333	.200	.092	-	-	.579	.655	.317	.602**
Item_	k Cipta Dilandung Undang-Undang di Dilarang raengutip sebagiar da selutuh karya talisan az Pengutipan hanya untuk kepentingan perdidikan, pe b. Pengutipan tidak merugikan kepentingan yang wajar Dilarang mengumumkan dan memperbanyak sebagian		9	8	5		0	.13	9	6	6*		*		.460	*		.043		.075		*					.218	.315	**	**		
	ajar Gorrelation							4				4			*				-													
Item_	<ul> <li>Hak Cipta Diigndung Undang-Undang ile di tailed di taile</li></ul>	.36	.48	.09	.50	.22	1.0	.53	.14	.19	.01		.001	.256	.024	.046	.416	.843	.605	.727	.339	.044	1.00	.111	.349	.667	.306	.134	.003	.001	.131	.002
	s S and -tailed)	8	7	5	0	3	00	2	2	2	9												0									
Item_	tanga mencangu nelitigan, penulisa UIN Suska Riau. atau seluruh kan	24	24	24		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	ncar enul a Ri	.17	.36	.42				-	-	.24	.51	.61	1	.414		.046	.267	.157	.000	-	-	.073	.267	.306	-	_	-	-	.334	.267	.078	.386
	au.	7	5	6*	8	.07	.07	.10	.04	1	9**	2**		*	.358					.184	.063				.122	.226	.134	.035				
	a Constation	Ĺ	5			.07	.07	.10	7	-		2	64		.550	$\leq$	υ.			.101	.005				.122	.220	.151	.055				
Item_	<sup>_12</sup> in da	40	.07	.03	.58	.71	.71	.61	.82	.25	.00	.00		.044	.086	.832	.208	.464	1.00	.389	.772	.736	.208	.146	.569	.287	.534	871	.111	.207	.718	.062
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	nen lahç	Sta	24	24		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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UIN SUSKA RIAU	
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		Pearson	.25	.32	.02	.67	-	.03	-	.02	.07	.51	.24	.414*	1	-	-	.025	.723	.241	.250	.207	.146	.479	.290	.087	-	-	.178	.035	.158	.101	.391
	Ņ		đ	4	5	8**	.18	7	.39	2	4	4*	1			.539	.038		**					*			.495	.537					
Т			I				7		5							**											*	**					
1	iem_13g rai	ipt: araf	23	.12	.90	.00	.38	.86	.05	.91	.73	.01	.25	.044		.007	.861	.907	.000	.256	.238	.332	.496	.018	.170	.686	.014	.007	.405	.873	.461	.639	.059
	gut ng r		07	3	7	0	2	2	6	7	1	0	6																				
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	n tio	ung n ha	ta	_	_	-	-	-	.64	_	_	-	-	_	-	1	-	.371	_	.209	_	_	_	_	_	-	.498	.520	.212	-	-	-	280
	nur			.16	.15	.47	.03	.03	4**	.36	.33	.24	.46	.358	.539		.108		.401		.160	.333	.171	.284	.251	.125	*	**		.414	.301	.612**	
	me nka	Cortelation	i l l k	8	3	8*	2	2		7	1	5	0*		**															*			
It	tem_145 rug	ng- agia	30	.43	.47	.01	.88	.88	.00	.07	.11	.24	.02	.086	.007		.617	.074	.052	.327	.455	.112	.425	.179	.237	.560	.013	.009	.321	.044	.153	.001	.185
	b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kan tem_15 tem_16 te	Hak Cipta Dilindungi Ungang-Ujidang di 1 Dilarafig mengutip sebagiang-ujidang tion tanpa mencantumkan ca. Perigutipan hanyauntuk kepertingan pendidikan, penelitian, penulisan kan	N 15	.43	7	.01	.00	.00	.00	.07	.11	8	4	.000	.007	$\frown$	.017	.074	.052	.521	.+55	.112	.425	.175	.237	.500	.015	.007	.521	.044	.155	.001	.105
	n ke	lang Itau		24			24	24						24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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	erba	Bearson	S N	-	.13	-	.37	.02	-	.64	.40	.21	.41	.046	-	-	1	.137	-	-	.244	.023	.153	.137	.448	.022	.383	-	-	.279	.465	.121	.472*
	gan anya	Correlation	<b>2</b> 6	.25	7	.09	6	9	.21	0**	1	9	1*	- /	.038	.108			.100	.037								.073	.266				
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	ng v seba	Sig. €2-tailed)	<u>7</u> 66	.23	.52	.66	.07	.89	.31	.00	.05	.30	.04	.832	.861	.617		.525	.641	.862	.250	.916	.476	.525	.028	.917	.065	.733	.209	.187	.022	.574	.020
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	Itau		.15	.38	.31	-	.06	.06	.30	.04	-	.30	.17	.267	.025	.371	.137	1	.067	.522	-	-	.217	-	.000	-	.435	.000	.164	-	.114	364	.385
	l se		1	9	8	.02	7	7	3	0	.02	4	4		0					**	.079	.267		.091		.209	*			.231			
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11		nulii	.48	.06	.13	.90	.75	.75	.15	.85	.92	.14	.41	.208	.907	.074	.525		.756	.009	.715	.208	.309	.673	1.00	.327	.034	1.00	.443	.277	.596	.080	.063
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	n karya tulis ini dalam t	ı da 'Ya	.37	.40	.06	.61	.09	.29	_	.05	.19	.54		.157	.723	-	-	.067	1	.469	.087	.549	.387	.201	.256	-	-	-	.385	-	.196	.268	.455*
It	tem 17 <b>0</b>	Pearson	0	1	7	2**	9	8	.49	9	7	9**	.04		**	.401	.100			*		**				.077	.556	.531		.118			
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		Sig. (2-tailed)	.07	.05	.75	.00	.64	.15	.01	.78	.35	.00	.84	.464	.000	.052	.641	.756		.021	.687	.005	.062	.347	.227	.721	.005	.008	.063	.584	.360	.206	.025
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	n Dí	guti	CD	8	4	8	8	8	5	4	.03	6*	1				.037	**	*		.075	*	**	.174		.067		.218		.375			
	Inen 180	pan	pt								9																						
	nem_1 agun	ung gutf	<del>.0</del> 6	.09	.41	.10	.22	.22	.83	.47	.85	.01	.60	1.00	.256	.327	.862	.009	.021		.727	.048	.001	.416	1.00	.757	.667	.306	.224	.071	.736	.374	.016
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	ı da	giar ugiar	C	-	-	.27	-	-	-	.34	.11	-	-	-	.250	<u> </u>	.244	-	.087	-	1	.046	-	.157	.000	-	.063	-	-	-	.049	014	.109
	n m	an da	12	.03	.07	2	.11	.11	.13	8	5	.06	.07	.184		.160		.079		.075			.093			.045		.344	.032	.131			
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	Item_190	nga	54	.87	.71	.19	.58	.58	.54	.09	.59	.78	.72	.389	.238	.455	.250	.715	.687	.727		.831	.664	.464	1.00	.834	.772	.099	.881	.543	.819	.947	.611
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	set	ya ti idik	<u>d</u> 57	.09	.05	.32	.55	.31	-	.18	.26	.35	.20	-	.207	-	.023	-	.549	.408	.046	1	.689	.053	.306	.245	-	-	.298	.230	.401	.621**	.541**
	bagi	wa and son	57	1	3	5	3**	6	.30	9	5	7	4	.063		.333		.267	**	*			**				.396	.535					
	an	jar l							1		-	_																**					
	Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis Item_20tau seluruh karya tulis Item_21tem_	Hak Cipta DilandungeUndang-Undang       (d)         1. Dilarang reengutte sebagiare atau selutuh karya telisani tanga mencang menang tanga tanga selutuh karya telisani tanga mencang menang tangan dan menyek         az Penguttean hanya umtuk kepentingan perdidikan, penulisan karya irmiahzpe         b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	.40	.67	.80	.12	.00	.13	.15	.37	.21	.08	.33	.772	.332	.112	.916	.208	.005	.048	.831		.000	.805	.146	.249	.055	.007	.157	.281	.052	.001	.006
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	h ka	Ria	.30	.23	.21	.26	.59	.59	-	.19	.30	.34	.41	.073	.146	-	.153	.217	.387	.652	-	.689	1		.355	.178	.082	-	.188	.151	.427	.327	.707**
	arya	u. annitia	8	8	7	6	6**	6**	.15	2	- 1	8	5*	. ((		.171				**	.093	**		.155				.427			*		
		an an							1						-		-	1										*					
	<u>Item_21</u> 5.	. ya ita daf	.14	.26	.30	.20	.00	.00	.48	.36	.15	.09	.04	.736	.496	.425	.476	.309	.062	.001	.664	.000		.471	.088	.406	.703	.038	.379	.480	.038	.119	.000
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i>		Ì	.07	5	.02	.13	.33	.11	0	3	8	0		*	.284		.091		.174			.155		**		.435	.456			.114		
Di P		12	8		5	5	7	7																		*	*					
Item_22a P	Sipt: ara Per	₽5	.71	.83	.90	.53	.10	.58	.85	.63	.52	1.0	.208	.018	.179	.525	.673	.347	.416	.464	.805	.471		.009	.627	.034	.025	.231	.359	.596	.537	.555
ng i		2	8	3	7	0	7	7	2	3	0	00																				
ner	lind ner		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
n tic	n ha	ta	-	.00	-	.38	.00	_	.00	.23	.31	.33	.306	.290	_	.448	.000	.256	.000	.000	.306	.355	.522	1	-	-	-	.172	.613	.436	.380	.379
mur		<b>1</b> 28	.29	0	.29	7	0	.26	0	6	8	3			.251	*							**		.200	.185	.436		**	*		
nka	Cortenan	ilfk	8		0			8																			*					
Item_23	ng-l agia	× E	.15	1.0	.17	.06	1.0	.20	1.0	.26	.13	.11	.146	.170	.237	.028	1.00	.227	1.00	1.00	.146	.088	.009		.349	.387	.033	.422	.001	.033	.067	.068
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karj Item_24 Item_24 Item_24 Item_25 karj	Hak Cipta Dilindungi Ungang-Uadang 1. Dilarang mengutip sebagiang-uadang Ca. Pengutipan hanya untuk kepentingan pendidikan, penelitan, penulisan kan	NID	7	00	0	2	00	5	00	6	1	1	1110	1170	1207	.020	0	/	0	0	1110		1007		10 17		1000		1001	1000		1000
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npen	selu	Les Sol	.03	_	.37	.00	.31	.08	.00	.02	_	.20		.087		.022		_	_	_	.245	.178	.104	_	1	.018	-	_	.143	.131	.266	.256
rba		s K <sup>o</sup> a	0	.10	7	.00	0	0	0	4	.03	0	.122	.007	.125	.022	.209	.077	.067	.045	.210	.170	.101	.200	1	.010	.131	.017	.115	.151	.200	.200
nya	Correlation	66.00	Ŭ	4	Í	Ŭ	Ŭ	Ŭ	Ŭ	·	2	Ŭ	.122		.120		.207	.077	.007	.015				.200			.151	.017				
Item_24	rya didi	R	.89	.62	.07	1.0	.14	.70	1.0	.91	.88	.34	.569	.686	.560	.917	.327	.721	.757	.834	.249	.406	.627	.349		.932	.542	.937	.505	.542	.209	
g w	₩ig. 2 -tailed)	50	0	.02	.07	00	1	.70	00	.91	.00	9	.507	.000	.500	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.321	.721	.151	.054	.247	.400	.027	.577		.752	.542	.757	.505	.542	.207	
giar	, pa	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
n ata	i tar anel	.05						.18	.21	.09	24	.09	24		.498	.383	.435	24	.092	.063	24		24	24		24	.343	24	24	.222	439 <sup>*</sup>	.092
s ne	Beargon		-	.04	-	.21 5	.21		.21				226	-	.490	.303	.435	556	.092	.005	206	.082	125	105	.018	1	.545	225	-	.222	439	.092
ielu	Gorigilation	3	.09	8	.25	3	5	6	4	8	.25	2	.226	.495				.556			.396		.435	.185				.325	.047			
Item_25	nca	80	6	02		21	21	20	21	64			207	014	012	065	024	005	((7	770	055	702	024	207	022		101	121	826	207	022	(70)
iau.	. Sig. 2-tailed)	.80	.65	.82	.23	.31	.31	.38	.31	.64	.24	.66	.287	.014	.013	.065	.034	.005	.667	.772	.055	.703	.034	.387	.932		.101	.121	.826	.297	.032	.670
Riau. karya tulis ini dalam t	mka n kz	4 24	4 24	3	0	3 24	3	5	5	8	0	7 24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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<u> </u>	Bearson	-	-	-	-	-	-	.43	-	-	15	-	10.4	-	.520	-	.000	·	-	-	-	-	-	-	-	.343	1	-	-	-	-	508
Item_260	ation Bation	.12 S	.22	.22	.34	.16	.16	9*	.20	.38	.45	.21	.134	.537		.073		.531	.218	.344	.535	.427	.456	.436	.131			.019	.379	.238	.622**	
me	nye , pe	fat	8	8	8	9	9	1	2	7	0*	8						I I							I	I						
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	Sig. (2-tailed)	.55	.28	.28	.09	.43	.43	.03	.34	.06	.02	.30	.534	.007	.009	.733	1.00	.008	.306	.099	.007	.038	.025	.033	.542	.101		.931	.068	.263	.001	.011
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	ipt: ara Per Per	ak	.03	-	.02	.11	.11	.39	-	-	-	-	-	.178	.212	-	.164	.385	.258	-	.298	.188	.254	.172	-	-	-	1	-	-	158	.058
	ng ut	24	8	.37	1	1	1	5	.41	.42	.11	.31	.035			.266				.032					.017	.325	.019		.319	.131		
		i₿t		4					1*	9*	4	5																				
Item_2	n han tigu	24	.85	.07	.92	.60	.60	.05	.04	.03	.59	.13	.871	.405	.321	.209	.443	.063	.224	.881	.157	.379	.231	.422	.937	.121	.931		.129	.541	.462	.787
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	nda seb a u me		24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
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			-	.08	-	.29	-	-	-	.31	.18	.57 9 <sup>**</sup>	.334	.035	-	.279	-	-	-	101	.230	.151	.196	.613	.143	-		-	1	.047	.007	.248
	n ke ortelation	Ŧ	.25	9	.27	0	.02	.35	.01	0	9	9			.414		.231	.118	.375	.131						.047	.379	.319				
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	erb Sig. (2-tailed)	50	.22	.67	.19	.16	.90	.09	.94	.14	.37	.00	.111	.873	.044	.187	.277	.584	.071	.543	.281	.480	.359	.001	.505	.826	.068	.129		.001	.000	.242
	uh k i pe igar	k∞a	1	9	9	9	3	2	2	0	5	3																				
	ary adi	<del>2</del>	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	a te dika	<u>d</u> 2	-	.11	.09	.50	.16	-	.30	.38	.31	.65	.267	.158	-	.465	.114	.196	.073	.049	.401	.427	-	.436	.131	.222	-	-	.647	1	.373	.623**
	agi: Correlation	<b>5</b>	.03	4	5	7*	9	.43	3	7	2	5**			.301	*						*	.114	*			.238	.131	**			
Itam	an an l		3					9*		-	_			_		_																
ntem_2	anf jelit	.55	.88	.59	.65	.01	.43	.03	.15	.06	.13	.00	.207	.461	.153	.022	.596	.360	.736	.819	.052	.038	.596	.033	.542	.297	.263	.541	.001		.072	.001
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	can nuli nuli	.00	-	.13	.11	.34	.19	-	.11	.36	.31	.31	.078	.101	-	.121		.268	-	-	.621	.327	.132	.380	.266	-	-	-	.667	.373	1	.325
	au.	0	.02	2	9	4	6	.41	7	7	2	7			.612		.364		.190	.014	**					.439	.622	.158	**			
	a Correlation		8					6*							**	_	9.,			1.2						*	**					
Item_3	Hak Cipta Dilandunge Undang-Undang       d)       d)       d)         1. Dilarang reengutige sebagiare atau selukuh karya telisani tanga mencang metan dag menyebut az Pengutipan hanya untuk kepentingan perdidikan, penelitikan, penulisan karya ikmiah penyebut b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.       d)         2. Dilarang mengumumkan dan memperbanyak sebagian gtau seluruh karya tuljis ini dalam ber	1.0	.89	.53	.57	.10	.35	.04	.58	.07	.13	.13	.718	.639	.001	.574	.080	.206	.374	.947	.001	.119	.537	.067	.209	.032	.001	.462	.000	.072		.121
	ini dalam	00	.05	.55	.57	0	.55	3	5	.07	8	1	., 10	,				.200	1071						07							. 1 - 1
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ca. Penğutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

Pengutipan

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar

tidak merugikan kepentingan yang wajar UIN Suska Riau.



### The Result of Questionnaire Validity Test on the 3<sup>rd</sup> Try Out

	Di b.														(	Correla	tions															
	 Dilaranı a. Peng b. Peng Dilaranı	21	x2	x3	x4	x5	хб	x7	x8	x9 >	:10	x11	x12	X13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
	B Parsa Greation	9 : P	.904* *	.701*	.790**	013	.322	- .499 <sup>*</sup>	.350	.538 .	552*	.488*	.356	.424*	429*	.118	.418	.498*	.138	271	.069	.138	351	324	.424*	.006	371	454*	.250	.428*	.234	.568**
Item_1	n n gun S辑. 梁ta垂d)	ta a	.000	.000	.000	.954	.144		.110	.010	008	.021	.104	.049	.046	.603	.053	.018	.541	.222	.760	.541	.109	.142	.049	.97 <b>9</b>	.089	.034	.261	.047	.295	.006
	und: seb ya u k∠m	<b>m</b> 22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	an der gersten	.904	1	.753*	.701**	250	.111	381	.254	428*.	638*	.378	.449*	.524*	330	.036	.647* *	.607**	.184	272	134	041	094	313	.524*	136	5431 <sup>*</sup>	•342	.155	.311	.155	.533 <sup>*</sup>
Item_2	Und: an addition katt	.000		000	.000	261	62.2	.080	254	047	001	.083	036	012	134	.874	.001	003	.411	.222	.553	.856	.678	.156	.012	545	045	.119	.491	.160	.492	.011
	ang au s au s hep	-		22	22	22									22		22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	elur ngai entii	<b>7</b> 01	.753*	1	.366		166		.590*			.625*		.332	469*	.426*	.535*	.428*	051	254		051	.097	.000		169	)-	_	.545**	.542**	.593**	.647**
	any e K	ka	*					.596* *				*															.594**	.635**				
Item_3	ndiaryad)	<b>R</b> .000	.000		.094	.714	.461	.003	.004	.000	000	.002	.007	.131	.028	.048	.010	.047	.822	.253	.871	.822	.668	1.000	.131	.452	.004	.002	.009	.009	.004	.001
	ikan ikan ig אַ	22 22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	ajararation	.790*	.701*	.366	1	013	.322	-	.350		552*	.488*	.356	.623*	-	.118	.418	.701**	.138	065	.069	.138	351	324	.623*	123	3371	349	.140	.428*	.234	.533*
Item_4	atau	*	*					.499*		*				*	.579**										*							
item_4	Signe (On taidled)	.000	.000	.094		.954	.144	.018		.076 .	008	.021	.104	.002	.005	.603	.053	.000	.541	.772	.760	.541	.109	.142	.002	.585	.089	.112	.534	.047	.295	.011
	ienc; peni 读a F	22		22		22						22	22	22	22		22	22	22	22		22	22	22	22	22	22	22	22	22	22	22
	Kar Pairs a Correlation	- .013	250	083	013	1	.500*	010	.170	.187 .	097	.132	169	208	.046	.327	113	.025	.417	.038	.843**	.733**	.049	.439*	.061	.247	101	.305	.068	.169	.132	.420
Item_5	Ya Sig. (Zatazed)	.954	.261	.714	.954		.018	.966	.451	.404 .	668	.557	.451	.353	.838	.137	.615	.912	.054	.866	.000	.000	.828	.041	.787	.268	.655	.168	.764	.451	.560	.051
	in da arya z ulis i	22	22	22	22	22	22	22	22	22 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Di Pearson Correlation	.322	.111	166	.322	.500*	1	.051	241	100 -	.043	236	280	087	.115	105	202	.111	.307	203	.389	.588**	263	.000	.153	.241	.000	.277	230	194	096	.145
Item_6	alan Sig. (2-tailed)	St44	.622	.461	.144	.018		.822	.279	.658 .	849	.291	.207	.700	.610	.643	.368	.622	.165	.364	.074	.004	.237	1.000	.498	.280	1.000	.212	.304	.388	.670	.518
	a ilna ah.emped na ilna ah.emped s ini dalam bentuk apapun ta	te			I	I															I	I	I	I	I	I	I	1	1	1	I	I
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	Pearson Correction	- இ99	*381	- .596 <sup>*</sup>	499*	010	.051	1	- .654 <sup>*</sup>	- .835 <sup>*</sup>	- .605 <sup>*</sup>	- .792 <sup>*</sup>	- .605*	- .566 <sup>*</sup>	.900**	- .616 <sup>***</sup>	308	531*	.445*	048	.051	.101	062	239	419	.09 <b>9</b>	.712**	.828**	- .871 <sup>**</sup>	- .841 <sup>***</sup>	- .660 <sup>**</sup>	596**
Item_7	k Cipta ⊑ Dilarang a. Pengu b. Pengu Dilarang	2018	.080	.003	.018	.966	.822		.001	.000	.003	.000	.003	.006	.000	.002	.163	.011	.038	.831	.822	.653	.782	.285	.052	.660	.000	.000	.000	.000	.001	.003
	Dilir g me jutip jutip	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	i <b>lindu∰gi Undan</b> menggitip s∰ag tipan ¶anya∰unt tipan ∰dak meru mengumumkan	350 a	.254	.590 <sup>*</sup>	.350	.170	241	- .654* *	1	.706 <sup>*</sup>	.339	.640 <sup>*</sup>	.210	.166	- .563 <sup>**</sup>	.779**	.439*	.254	125	.319	.091	.028	111	.000	.166	.17 <b>7</b>	487*	- .665 <sup>**</sup>	.473*	.690**	.554**	.587**
Item_8	Unda ) seed )yaduta Nyaduta Nyaduta Nyaduta	<b>P</b> .	.254	.004	.110	.451	.279	.001		.000	.123	.001	.347	.461	.006	.000	.041	.254	.579	.148	.689	.902	.622	1.000	.461	.431	.021	.001	.026	.000	.008	.004
	ng-Un agian a ntuk ke rugika in dan	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	n atang kepan kan men	538 S	*.428	*.773*	.386	.187	.100	- .835* *	.706*	1	.658* *	.707*	.516*	.327	- .622 <sup>**</sup>	.762**	.363	.428*	307	095	.100	.031	.070	.235	.327	.008	- .646 <sup>**</sup>	- .734 <sup>**</sup>	.762**	.762**	.793**	.735**
Item_9	self ting@tated) penter:	<b>C</b> (010	.047	.000	.076	.404	.658	.000	.000		.001	.000	.014	.138	.002	.000	.097	.047	.165	.675	.658	.892	.756	.293	.138	.970	.001	.000	.000	.000	.000	.000
	uh k ∩ pe ∩g⊉r	222	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_9 Item_1	aryacurrelation	<u>ج</u> 552	*.638	*.713*	.552**	.097	043	- .605*	.339	.658 <sup>*</sup>	1	.730 <sup>*</sup>	.817* *	.726 <sup>*</sup>	- .574 <sup>**</sup>	.393	.625* *	.828**	.059	280	.194	.059	.385	.303	.726 <sup>*</sup>	406	.695**	340	.599**	.650**	.597**	.821**
Item_1	an, pagia	.008	.001	.000	0.08	.668	.849	003	.123	.001		.000	000	.000	005	.070	.002	.000	.793	.207	.388	.793	.077	.171	000	061	.000	.122	.003	.001	.003	.000
	n ata	22	22	22	22	22		22					22		22	22	22	22	22	22	22	22	22	22	22	22	22	22				22
	npa r litian N Su N Su	.488			.488*		236		.640*		.730 <sup>*</sup>		.730*		_	.570**	.389	.567**	108	096	.236	.108	.124	.302	.462*	180		-	.821**			.753**
	tanpa menca nelitian, genu UJN Susta R atau seluruh			*				.792*	*	*	*		*	*	.768**												.623**	.637**				
Item_1	1 h kar	.021	.083	.002	.021	.557	.291	.000	.001	.000	.000		.000	.001	.000	.006	.073	.006	.631	.672	.291	.631	.582	.173	.030	.422	.002	.001	.000	.000	.001	.000
	التق listan karya karya tulis	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item 1	ulis ini Pears	.356	.449	*.556*	.356	169	280	- .605*	.210	.516*	.817*	.730 <sup>*</sup>	1	.726*	- .574 <sup>**</sup>	.266	.469*	.638**	158	280	043	158	.385	.303	.540 <sup>*</sup>	406	5- .556**	438*	.702**	.650**	.480*	.579**
Item_1		Stat	.036	.007	.104	.451	.207	.003	.347	.014	.000	.000		.000	.005	.231	.028	.001	.481	.207	.849	.481	.077	.171	.009	.061	.007	.041	.000	.001	.024	.005
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N Pearson Corretation	.424	*.524*	.332	.623**	208	087	- .566 <sup>*</sup>	.166	.327	.726*	.647*	.726*	1	- .665 <sup>**</sup>	.217	.554*	.909**	.010	080	087	.010	.401	.307	.812*	394	- .633 <sup>**</sup>	240	.484*	.574**	.319	.603**
Pearson Correst Cipta Dilindurgi Undang-Undang Pearson Correst Cipta Dilindurgi Undang-Undang-Undang Pearson Correst Cipta Dilindurgi Undang-Und	H						*							.005												.035					
Standarian	249	.012	.131	.002	.353	.700	.006	.461	.138	.000	.001	.000		.001	.333	.007	.000	.965	.724	.700	.965	.064	.165	.000	.06 <b>9</b>	.002	.282	.023	.005	.148	.003
g me g me	22. D	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
gu Petersen Corretation	429	330	- .469 <sup>*</sup>	.579**	.046	.115	.900 <sup>*</sup>	- .563 <sup>*</sup>	- .622*	- .574 <sup>*</sup>	- .768 <sup>*</sup>	- .574 <sup>*</sup>	- .665 <sup>*</sup>	1	420	179	- .620 <sup>**</sup>	.341	060	066	.008	078	232	- .523*	.348	.691**	.722**	- .738 <sup>**</sup>	- .689 <sup>**</sup>	- .657**	492*
mun Item_14 m	Β.							*	*	*	*	*	*																		
nkan	.046	.134	.028	.005	.838	.610	.000	.006	.002	.005	.000	.005	.001		.051	.424	.002	.121	.790	.771	.973	.730	.300	.013	.112	.000	.000	.000	.000	.001	.020
<b>g-Ur</b> jian uk k uk k dar	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22			22
n me Pærson Oerregition	28	.036	.426*	.118	.327	105	- .616 <sup>*</sup>	.779 <sup>*</sup>	.762 <sup>*</sup>	.393	.570 <sup>*</sup>	.266	.217	420	1	.380	.299	309	.322	.060	007	.244	.420	.217	.187	434*	450*	.598**	.752**	.678**	.681**
Jumumkan dan memperbanyak sebagian atau seluruh kary Item_14 Item_14 Item_14 Item_14 Item_15 Item_16 Item_16 Item_17 I	SL						*																								
stalled) Stalled an p	603			.603			.002							.051		.081	.176	.161	.144	.792	.976	.274	.051			.044		.003			.000
kary bend ≩n ya }yak	22 218	22 .647*	22 .535	22 .418	22 113	22 202	22		22 .363		22 .389		22 554*	22 179	22 .380	22	22 .647**	.279	.082	202	22 093	22 .319	22 .000	22 .554*	22	22 533*	22 126	22	*	22 .050	22 .659**
Se Dearson Correlation	9 1410	*	.355	.410	115	202	306	.439	.305	.023 *	.309	.469*	.554*	179	.360	1	.047	.219	.062	202	095	.319	.000	*	.031	555	120	.170	.469*	.030	.039
Item_16 $\mathbf{a}$ $\mathbf{a}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{b}$ $\mathbf{c}$	.053	.001	.010	.053	.615	.368	.163	.041	.097	.002	.073	.028	.007	.424	.081		.001	.209	.717	.368	.681	.148	1.000	.007	.820	.011	.577	.434	.028	.825	.001
ii tar enel ır∠Ul n ata	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
S Poorsen Correlation		*.607* *	.428*	.701**	.025	.111	- .531 <sup>*</sup>	.254	.428*	.828* *	.567 <sup>*</sup>	.638 <sup>*</sup>	.909 <sup>*</sup>	- .620 <sup>**</sup>	.299	.647* *	1	.184	072	.111	.184	.422	.313	.909* *	386	719 <sup>**</sup>	139	.368	$.500^{*}$	.397	.750**
i tanperrelation enelitien, pertecantumer natau seluruh karya t	.018	.003	.047	.000	.912	.622	.011	.254	.047	.000	.006	.001	.000	.002	.176	.001		.411	.749	.622	.411	.050	.156	.000	.076	.000	.538	.092	.018	.067	.000
nulis Rigu h ka	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pearson Correlation	.138	.184	051	.138	.417	.307	.445*	125	307	.059	108	158	.010	.341	309	.279	.184	1	177	.588**	.741**	.067	.000	.231	.098	083	.611**	479*	277	425*	.229
Item_18 Sig. (Stated)		.411	.822	.541	.054	.165	.038	.579	.165	.793	.631	.481	.965	.121	.161	.209	.411		.432	.004	.000	.766	1.000	.302	.665	.715	.003	.024	.212	.049	.304
ini <sub>N</sub> iin an	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_19 Pearson Correlation	Sta71	272	254	065	.038	203	048	.319	095	280	096	280	080	060	.322	.082	072	177	1	203	177	012	.000	080	.236	073	005	088	.087	073	051
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	.2	22 .	222	.253	.772	.866	.364	.831	.148	.675	.207	.672	.207	.724	.790	.144	.717	.749	.432		.364	.432	.958	1.000	.724	.290	.747	.983	.696	.699	.748	.823
N -> <b>T</b>	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pearson Correlation	4	69 -	.134	.037	.069	.843*	.389	.051	.091	.100	.194	.236	043	087	066	.060	202	.111	.588**	203	1	.869**	.058	.391	.153	071	179	.277	.036	.043	.207	.374
E Cata and C	K?C	60.	553	.871	.760	.000	.074	.822	.689	.658	.388	.291	.849	.700	.771	.792	.368	.622	.004	.364		.000	.796	.072	.498	.754	.425	.212	.873	.849	.356	.086
ilindu meng Itipan Itipan	2	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
n han cip		38 -	.041	051	.138	.733*	.588 <sup>*</sup>	.101	.028	.031	.059	.108	158	.010	.008	007	093	.184	.741**	177	.869**	1	.067	.360	.231	.09 <b>8</b>	248	.377	111	059	006	.363
Unda nyatation	n Iti	41.	856	.822	.541	.000	.004	.653	.902	.892	.793	.631	.481	.965	.973	.976	.681	.411	.000	.432	.000		.766	.100	.302	.665	.267	.084	.622	.793	.978	.097
lang-l bagia juntuk	22		22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Une In a			.094	.097	351		263	062	111				.385			.244	.319	.422	.067		.058	.067	1	.823**			472*			.113	.225	.306
kep															$\wedge$																	
Sonti Sonti	S the	09.	678	.668	.109		.237		.622	.756		-				.274	.148		.766	.958	.796	.766		.000		.110						.166
ruh In pe	a a	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
revenue de la constante de la		24	.313	.000	324	.439*	.000	239	.000	.235	.303	.302	.303	.307	232	.420	.000	.313	.000	.000	.391	.360	.823**	1	.307	1 <b>99</b>	459*	.162	.510*	.303	.388	.399
	at	42.	156	1.00 0	.142	.041	1.00 0	.285	1.00 0	.293	.171	.173	.171	.165	.300	.051	1.00 0	.156	1.000	1.000	.072	.100	.000		.165	.374	.032	.470	.015	.171	.075	.066
ini taı pene jar <sub>z</sub> UI	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pogrsan,	.4	24*.	524*	.332	.623**	.061	.153	419	.166	.327	.726 <sup>*</sup>	.462*	.540* *	.812* *	523*	.217	.554* *	.909**	.231	080	.153	.231	.401	.307	1	394	- .633**	041	.275	.388	.319	.668**
Sig. (@taited)	.0	49.	012	.131	.002	.787	.498	.052	.461	.138	.000	.030	.009	.000	.013	.333	.007	.000	.302	.724	.498	.302	.064	.165		.06 <b>9</b>	.002	.857	.215	.074	.148	.001
Riau. Pearson Grrelation	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Pearson Perrelation	.0	06 -	.136	169	123	.247	.241	.099	.177	.008	406	180	406	394	.348	.187	.051	386	.098	.236	071	.098	350	199	394	1	.229	.056	166	.044	369	.000
Sig. (2 taited)	.9	79.	545	.452	.585	.268	.280	.660	.431	.970	.061	.422	.061	.069	.112	.406	.820	.076	.665	.290	.754	.665	.110	.374	.069		.306	.805	.459	.846	.091	1.000
a ilm	22	2 2	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar Item\_21 Item\_22 Item\_23 Item\_24 Item\_25 Item\_24 Item\_25 Item\_24 Item\_25 Item\_24 Item\_25 Item\_2 enyusunan laporan

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Pearson Correlation	- .371	- .431*	- .594*	371	101	.000	.712 <sup>*</sup>	- .487*	- .646*	- .695* *	- .623 <sup>*</sup>	- .556*	- .633*	.691**	434*	- .533*	- .719 <sup>**</sup>	083	073	179	248	472*	459*	- .633*	.229	1	.410	- .625**	- .556 <sup>**</sup>	489*	683**
Item_26 $\overset{\text{N}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{Sig}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{Sig}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{\text{In}}{\overset{\text{D}}{\underset{\text{In}}{\underset{In}}}}}}}}}}$	் 989 ப	.045	.004	.089	.655	1.00 0	.000	.021	.001	.000	.002	.007	.002	.000	.044	.011	.000	.715	.747	.425	.267	.027	.032	.002	.306		.058	.002	.007	.021	.000
rang engu engu rang	k <sub>2</sub> c	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
illindation mengur tipant ha mengur u	10 7454	.342	2- .635 <sup>*</sup>	349	.305	.277	.828*	- .665*	- .734 <sup>*</sup>	340	- .637 <sup>*</sup>	- .438 <sup>*</sup>	240	.722**	450*	126	139	.611**	005	.277	.377	.261	.162	041	.056	.410	1	- .708 <sup>**</sup>	- .644 <sup>**</sup>	- .604 <sup>***</sup>	259
Item_27 mumk	-	.119	.002	.112	.168	.212	.000	.001	.000	.122	.001	.041	.282	.000	.036	.577	.538	.003	.983	.212	.084	.240	.470	.857	.805	.058		.000	.001	.003	.245
ang. bagii untu erug an c	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
<b>-Un</b> ∉an an æa jika⊉a k kepe k kepe k me	.250 Z	.155	.545* *	.140	.068	230	.871*	.473*	.762*	.599 <sup>*</sup>	.821*	.702 <sup>*</sup>	.484*	- .738 <sup>**</sup>	.598**	.176	.368	479*	088	.036	111	.305	.510*	.275	166	5- .625**	- .708 <sup>**</sup>	1	.843**	.683**	.543**
Item_28 mp ep nt s set d)	S 1261	.491	.009	.534	.764	.304	.000	.026	.000	.003	.000	.000	.023	.000	.003	.434	.092	.024	.696	.873	.622	.167	.015	.215	.45 <b>9</b>	.002	.000		.000	.000	.009
an p ting	S 22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
<ul> <li>Hak Cipta Dilindignal Undang-Undang</li> <li>1. Difference of the provided and the</li></ul>	20 7∰28	*.311	.542*	*.428*	.169	194	- .841*	.690*	.762 <sup>*</sup>	.650* *	.913 <sup>*</sup>	.650* *	.574* *	- .689 <sup>**</sup>	.752**	.469*	.500*	277	.087	.043	059	.113	.303	.388	.044	- .556 <sup>**</sup>	- .644 <sup>**</sup>	.843**	1	.576**	.756**
Item_29 bagi (D_tailed)	<b>C</b> .047	160	009	.047	451	388	000	000	.000	001	.000	001	.005	000	.000	.028	.018	.212	.699	.849	.793	.616	.171	074	846	.007	.001	.000		.005	.000
an a	22	22	22	22	22	22	22			. 1		22	22	22		22	22	22	22	22	22		22				22			.005 22	22
i tanpa mencado nelitiano penutration natau seluruh - Item_30 Item_30		.155			.132	096	-	.554*				.480 <sup>*</sup>		-	.678**		.397	425 <sup>*</sup>	073	.207	006	.225	.388	.319		9489*	-		.576**		.556**
e Pearson Correlation			ľ				.660* *				~			.657**													.604**				
Item_30 Lh Stand)	.295	.492	.004	.295	.560	.670	.001	.008	.000	.003	.001	.024	.148	.001	.001	.825	.067	.049	.748	.356	.978	.315	.075	.148	.091	.021	.003	.000	.005		.007
umk an F u <sub>z</sub> arya	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
karya tulis Pearson Qurrelation	.568 *	*.533*	.647	*.533*	.420	.145	- .596*	.587*	.735* *	.821* *	.753 <sup>*</sup>	.579 <sup>*</sup>	.603* *	492*	.681**	.659*	.750**	.229	051	.374	.363	.306	.399	.668* *	.000	- .683 <sup>**</sup>	259	.543**	.756**	.556**	1
Score dini an m							*																								
s ini dalam bentuk apapun tar		.011	.001	.011	.051	.518	.003	.004	.000	.000	.000	.005	.003	.020	.000	.001	.000	.304	.823	.086	.097	.166	.066	.001	1.0 <b>0</b> 0	.000	.245	.009	.000	.007	
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tanpa mencantumkan dan menyebutkan sumber: nelitian, penulisan karya ilmiah, penyusunan laporan UIN Suska Riau. atau seluruh karya tulis ini dalam bentuk apapun tar	State Islamic Uni



### The Result of Questionnaire Validity Test on the 4<sup>th</sup> Try Out

Score

.692\*

.000

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.702\*\*

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.754\*\*

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a. Pengu	ta D	k c		x1	x2	x3	x4	x5	хб	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x1 <b>9</b>	x20
lipa	lind	Pearson Corr	elation	1	.852* *	.668**	.519**	.280	.480*	423*	.304	.545**	.554**	.387	.220	.282	.043	.370	.460*	.352	.352	271	.352 .
	bung Bun	â			000	000	000	175	015	025	1.40	005	00.4	056	200	170	0.27	0.00	021	0.04	0.04	100	00.4
nya	lindungi Undang-Undang	Sig_(2-tailed	1)		.000		.008	Į	.015	.035	.140	.005	.004	.056	.290	.172		.069	.021	.084	.084	.19 <b>0</b>	.084
unt	dan	N I		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
ukk	g-U	Pearson Corr	elation	.852**	1	.738**	.529**	040	.363	305	.229	.455*	.678**	.342	.342	.439*	010	.587**	.587**	.445*	.257	3 <b>57</b>	.257
Eperie G	ndar	Sig. (2-tailed	)	.000		.000	.007	.848	.075	.138	.270	.022	.000	.094	.094	.028	.963	.002	.002	.026	.216	.08 <b>0</b>	.216
u se	Dig	N C		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
igan		Pearson Corr	relation	.668**	.738 <sup>*</sup>	1	.120	.137	.137	430*	.519**	.763**	.689**	.547**	.404*	.153	.342	.565**	.282	.250	.250	383	.410*
e Iter	<b>ন্ন_</b> 3	Q Sig. (2 toiled	D	.000	.000		.566	.515	.515	.032	.008	.000	.000	.005	.045	.465	005	.003	.171	.229	.229	.059	.042
idid		Sig. 62-tailed	.)																				
ika	÷ -	N Q		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pengutipan hanya untuk kepentingan pendidikan, penelitian,	5	Pearson Corr	elation	.519**	.529 <sup>*</sup>	.120	1	120	.280	423*	.177	.177	.387	.220	.220	.603* *	077	.109	.600**	.165	.165	388	.352 .
Telle F	₩_4	Sig. (2-tailed	)	.008	.007	.566		.567	.175	.035	.397	.398	.056	.290	.290	.001	.714	.603	.002	.431	.431	.056	.084
lan,	5 R	Ν		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
pen	222	Pearson Corr	elation	.280	040	.137	120	1	.500*	107	.316	.368	.250	.250	167	080	.391	.065	.140	.421*	.656**	1 <b>75</b>	.187 .
d liter	2 2_5	Sig. (2-tailed	)	.175	.848	.515	.567		.011	.610	.124	.070	.228	.228	.426	.704	.053	.757	.504	.036	.000	.403	.370 .
an ka		Ν		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
arya	2	Pearson Corr	elation	.480*	.363	.137	.280	.500*	1	107	.000	.368	.250	.042	167	.120	.090	.065	.315	.421*	.656**	1 <b>75</b>	047 .
Iter	n_6	Sig. (2-tailed	)	.015	.075	.515	.175	.011		.610	1.000	.070	.228	.843	.426	.567	.668	.757	.125	.036	.000	.403	.824 .
ah, pen		N State		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
n, penulisan karya ilmiah, penyusunan laporan	iten cumber:	Islamic Uni																					



äĺ	Pearson Correlation	423*	305	430 <sup>*</sup>	423*	107	107	1	- .520**	- .740 <sup>**</sup>	488*	488*	339	- .435*	370	042	515**	.248	087	.654**	- .756 <sup>**</sup>	412*	503*
Hak Cipta	Sig 2-tailed)	.035	.138	.032	.035	.610	.610		.008	.000	.013	.013	.097	.030	.069	.843	.008	.233	.679	.00 <b>0</b>	.000	.041	.010
k Cipta Dilindungi I Dilarang mengunin	NBN	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
and	Rearson Correlation	.304	.229	.519**	.177	.316	.000	-	1	.620**	.290	.553**	.026	.076	.723**	.350	.199	.118	.267	387	.563**	.443*	.611**
)iling	i p							.520**															
dung	Sig. (2-tailed)	.140		.008	.397	.124	1.000	.008		.001	.160	.004	.900	.718		.086	.340	.573	.198	.056		.026	.001
gi U	N B	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25		25	25
Dilindungi Undang-Undang	Pearson Correlation	.545**	.455*	.763**	.177	.368	.368	- .740 <sup>**</sup>	.620**	1	.628**	.501*	.245	.191	.568**	.303	.395	.040	.327	529**	.614**	.489*	.734**
J-Un	Sig. (2-tailed)	.005	.022	.000	.398	.070	.070	.000	.001	A.	.001	.011	.237	.359	.003	.140	.051	.849	.110	.00 <b>7</b>	.001	.013	.000
dan	N <b>Z</b>	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.554**	.678*	.689**	.387	.250	.250	488*	.290	.628**	1	.653**	.653**	.614 <sup>*</sup>	.311	.559**	.735**	.359	.359	578**	.554**	.422*	.856**
	Sign(2-tailed)	.004	.000	.000	.056	.228	.228	.013	.160	.001		.000	.000	.001	.130	.004	.000	.078	.078	.002	.004	.035	.000
karva	NR	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ť.	Pearson Correlation	.387	.342	.547**	.220	.250	.042	488*	.553**	.501*	.653**	1	.653**	.447*	.562**	.423*	.298	.164	.359	335	.749**	.535**	.778**
ທ ຫຼາ_11	Sig. (2-tailed)	.056	.094	.005	.290	.228	.843	.013	.004	.011	.000		.000	.025	.003	.035	.149	.434	.078	.101	.000	.006	.000
1 n n	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
л Л	Pearson Correlation	.220	.342	.404*	.220	167	167	339	.026	.245	.653**	.653**	1	.447*	.186	.423*	.298	031	031	214	.554**	.310	.497*
<b>P1</b> 2	Sig. (2-tailed)	.290	.094	.045	.290	.426	.426	.097	.900	.237	.000	.000		.025	.374	.035	.149	.882	.882	.305	.004	.132	.011
cant	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
im	Pearson Correlation	.282	.439*	.153	.603**	080	.120	435 <sup>*</sup>	.076	.191	.614**	.447*	.447*	1	.077	.281	.802**	.210	.210	663**	.397*	.181	.492*
ິນ m_13	Sig. (2-tailed)	.172	.028	.465	.001	.704	.567	.030	.718	.359	.001	.025	.025		.714	.173	.000	.314	.314	.00 <b>0</b>	.049	.386	.012
dan	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
m@nvehut	Pearson Correlation	.043	010	.342	077	.391	.090	370	.723**	.568**	.311	.562**	.186	.077	1	.368	.097	096	.186	218	.609**	.607**	.577**

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar 월. Dilarang m@ngutip sebagi뤌n atau seluru虧 karya tulis 箇i tanpa m@ncantumkar월dan m@nyebutkan sumber: a. Pengutipān hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmian, penyusunan laporan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Islamic Uni



	اقر	Sig. (2-tailed)	.837	.963	.095	.714	.053	.668	.069	.000	.003	.130	.003	.374	.714		.070	.645	.649	.373	.296	.001	.001	.003
	. <u></u> →	N O	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
ь а р	Dil	Pearson Correlation	.370	.587*	.565**	.109	.065	.065	042	.350	.303	.559**	.423*	.423*	.281	.368	1	.283	.469*	.165	201	.317	077	.628**
Pengutipa	ak Cipta D Dilarang	Sig. (2-tailed)	.069	.002	.003	.603	.757	.757	.843	.086	.140	.004	.035	.035	.173	.070		.171	.018	.432	.335	.123	.714	.001
utip	Dilin g me	N-D	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
2 7	<b>ilindungi l</b> mengutip		.460*	.587*	.282	.600**	.140	.315	_	.199	.395	.735**	.298	.298	.802*	.097	.283	1	.387	.387	7 <b>19</b> **	.387		.610**
hanya untuk tidak meruni	igi Uy	Pearson Correlation		*					.515**						*									
	ngeba	Sig. (2-tailed)	.021	.002	.171	.002	.504	.125	.008	.340	.051	.000	.149	.149	.000	.645	.171		.056	.056	.000	.056	.357	.001
TUK	Jndang-Ur		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Kepi	nda 1 ata	Pearson Correlation	.352	.445*	.250	.165	.421*	.421*	.248	.118	.040	.359	.164	031	.210	096	.469*	.387	1	.781**	251	096	273	.437*
pentingan benentin	Item_f	Sig. (2-tailed)	.084	.026	.229	.431	.036	.036	.233	.573	.849	.078	.434	.882	.314	.649	.018	.056		.000	.226	.646	.187	.029
igar	eluru	NUS	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
		Pearson Correlation	.352	.257	.250	.165	.656**	.656**	087	.267	.327	.359	.359	031	.210	.186	.165	.387	.781**	1	388	.123	.106	.542**
pendidikan,	Item_18	Sig. (2-tailed)	.084	.216	.229	.431	.000	.000	.679	.198	.110	.078	.078	.882	.314	.373	.432	.056	.000		.055	.559	.614	.005
IKar	tulis	N a	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
-		Desman Completion	271	357	383	388	175	175	.654**	387	- .529 <sup>**</sup>	578**	335	214	-	218	201	719**	251	388	1	388	296	490*
- I IINI	ini tanga_19	Pearson Correlation							1		.329	5			.663*									
n 🗎		Sig. (2-tailed)	.190	.080	.059	.056	.403	.403	.000	.056	.007	.002	.101	.305	.000	.296	.335	.000	.226	.055		.055	.151	.013
, per	nen	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	cant	Pearson Correlation	.352	.257	.410*	.352	.187	047	-	.563**	.614**	.554**	.749**	.554**	.397*	.609**	.317	.387	096	.123	388	1	.359	.647**
an	Item 20					_		_	.756**			2))												
cary	an a	Sig. (2-tailed)	.084	.216	.042	.084	.370	.824	.000	.003	.001	.004	.000	.004	.049	.001	.123	.056	.646	.559	.055		.078	.000
a IIn	dan	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
nan	• <b>∃</b> Ite∰1_21	Pearson Correlation	.035	.004	.354	.035	.162	.027	412*	.443*	.489*	.422*	.535**	.310	.181	.607**	077	.193	273	.106	296	.359	1	.463*
, pe	nyek	Sig. (2-tailed)	.870	.984	.083	.870	.440	.898	.041	.026	.013	.035	.006	.132	.386	.001	.714	.357	.187	.614	.151	.078		.020
nyu	mencantumgan dan menyebutkan sumber:	e Is	-										_									•	-	-
suns	an s	Islamic																						
an Ia	umb	nic																						
enyusunan laporar	)er:	Ľ																						
an		ni.									<b>Y</b>													

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



RIAD E	اقتو	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Ņ	_ <u>→</u> ∓	Pearson Correlation	.692*	.702	*.754**	.422*	.404*	.404*	503*	.611**	.734**	.856**	.778**	.497*	.492*	.577**	.628**	.610**	.437*	.542**	490*	.647**	.463*	1
Dil	ak Ci	Sig.(2-tailed)	000	000	000	.036	.045	.045	.010	.001	.000	.000	.000	.011	.012	003	.001	.001	.029	.005	.013	.000	.020	
rang	pta E rang	N O	25	25	25	25	25		25	25	25		25	25		25	25	25	25	25	25			25
me		<u> </u>	0.01.1	1.(2																				
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tar	Sipta Dilingungi Undang-Undang arang mengulip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan	N Person Correlation H(2-tailed) N C c ion R significant at the m is significant at the IIIK UIN Suska Riau State Islamic Uni	0.05 lev	el (2-ti	ailed).																			



N

### 0 Hak cipta milik UIN ഗ Sn ka Ria

The Result of Questionnaire Reliability Test on the 4<sup>th</sup> Try Out

**Case Processing Summary** 

a. Listwise deletion based on all variables in the

**Reliability Statistics** 

.822

Cronbach's

Alpha

Valid

Total

Cases

procedure.

Excluded<sup>a</sup>

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25

0

25

N of Items

21

%

100.0

100.0

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# State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. മ Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau



### The Result of Tendency Distribution of Self-Regulated

	Statistics				
Self-Regulated					
N	Valid	25			
	Missing	0			
Mean		66.68			
Std. Er	ror of Mean	1.090			
Median		65.00			
Mode		61 <sup>a</sup>			
Std. Deviation		5.452			
Varian	ce	29.727			
Range		16			
Minimum		60			
Maxim	um	76			
Sum		1667			

a. Multiple modes exist. The smallest value is shown

			Self-Regulat	ed	
		Frequency	Percent	Valid Percent	Cumulative Percent
	60	1	4.0	4.0	4.0
	61	4	16.0	16.0	20.0
	62	4	16.0	16.0	36.0
	63	1	4.0	4.0	40.0
	64	2	8.0	8.0	48.0
	65	1	4.0	4.0	52.0
Valid	66	2	8.0	8.0	60.0
Vallu	68	1	4.0	4.0	64.0
	70	1	4.0	4.0	68.0
	71	2	8.0	8.0	76.0
	74	4	16.0	16.0	92.0
	75	1	4.0	4.0	96.0
	76	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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Hak Cipta Dilindungi Undang-Undang

# State Islamic University of Sultan Syarif Kasim

. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

9 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau



N

### Hak Cipta Dilindungi Undang-Undang

മ Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

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### Dilarang

### State Islamic University of Sultan Syarif Kasim

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The Result of Tendency Distribution of Metacognition

**Statistics** 

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16.24

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15.00

1.786

3.190

15

6

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19

406

Valid Percent

4.0

4.0

44.0

8.0

8.0

16.0

16.0

100.0

Cumulative

Percent

4.0

8.0

52.0

60.0

68.0

84.0

100.0

Valid

Missing

Metacognition

4.0

4.0

44.0

8.0

8.0

16.0

16.0

100.0

Percent

Metacognition

Std. Error of Mean

Std. Deviation

Variance

Minimum

Maximum

Sum

Frequency

1

1

11

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15

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17

18

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Total

Valid

Range

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Mean

Median

Mode

mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:



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Hak cipta milik UIN

Suska

Riau

ntumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

a izin UIN Suska Riau.

### $\mathbb{N}$ 5 Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau

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**Statistics** 

Motivation

The Result of Tendency Distribution of Motivation

N	Valid	25
	Missing	0
Mean		32.24
Std. Error	of Mean	.575
Median		32.00
Mode	29 <sup>a</sup>	
Std. Devia	2.876	
Variance		8.273
Range		8
Minimum	29	
Maximum	37	
Sum	806	

a. Multiple modes exist. The smallest value is shown

		Frequency	Percent	Valid Percent	Cumulative Percent
	29	6	24.0	24.0	24.0
	30	4	16.0	16.0	40.0
	31	2	8.0	8.0	48.0
	32	2	8.0	8.0	56.0
/alid	33	3	12.0	12.0	68.0
	34	1	4.0	4.0	72.0
	36	6	24.0	24.0	96.0
	37	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

### The Result of Tendency Distribution of Behavior

**Statistics** 

25

0

18.20

.337

Valid

Missing

		17
Std. Deviation	1.	1.683
Variance		2.833
Range		6
Minimum	Ε.	16
Maximum	Γ.	22
Sum	0	455

Std. Error of Mean

Behavior

Ν

Mean

			Behavior	11111	
		Frequency	Percent	Valid Percent	Cumulative Percent
	16	3	12.0	12.0	12.0
	17	9	36.0	36.0	48.0
Valid	18	4	16.0	16.0	64.0
Valid	20	8	32.0	32.0	96.0
	22	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

### UIN SUSKA RIAU

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# State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

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b b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala

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UIN SUSKA RIAU

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The Result of Interval Class Calculation of Self-Regulated

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Peng R K	$= 1 + 3,3 \log n$
c i p Dilin g me g utipa g me	$= 1 + 3,3 \log 25$
t a dung an ha an tid	= 1 + 1,3979
mil i Und p set nya u nya u nya u	= 5,662
i k L ang-l ang-l angia antuk an da	=5pprox 6
an ma fer an an an ma fer an an an an an an an an an an an an an	= (Highest score – Lowest score)
Su setting empe	= 76 - 60
s k a s k a uruh jan po jan po tinga	= 16
endidika kanss Length (P) yak seb	$=\frac{Range(R)}{Class Summed(K)}$
u ulis in an, pe waja	$=\frac{16}{5}$
i tanpa enelitia r UIN (	= 3,2 ≈ 3
seluru Ka	$=\frac{1}{2} \times (\text{Highest score} + \text{Lowest score})$
cantur nulisar Riau.	$=\frac{1}{2} \times (76 + 60)$
nkan n kary	= 68
Heid (K) Heid K cipta milik UIN Suska Rijau (P) (R) Di State Islamic University of Sultan Syarif Kasin (R) Di State Islamic University of Sultan Syarif Kasin (Mi) in tanpa dencantumkan datamenyebutkan sumber: a. Pengutipan hanya untuk Repentingan pendidikan, penelitian, Penulisan karya imiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mas b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	$= 1 + 3.3 \log n$ $= 1 + 3.3 \log 25$ $= 1 + 1.3979$ $= 5.662$ $= 5 \approx 6$ $= (\text{Highest score} - \text{Lowest score})$ $= 76 - 60$ $= 16$ $= \frac{Range (R)}{(lass Summed (R))}$ $= \frac{16}{5}$ $= 3.2 \approx 3$ $= \frac{1}{2} \times (\text{Highest score} + \text{Lowest score})$ $= \frac{1}{2} \times (76 + 60)$ $= 3$ <b>UNNSUSKARIAU</b>



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<ul> <li>Hak Cipta Dilindungi Undang-Undang</li> <li>1. Dilarang mengutip Bebagian atau Seluruh karya turis ini tanpa mencantur</li> <li>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisa</li> <li>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</li> <li>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh kar</li> </ul>	© Hak cipta milik UIN Suska	$= X > (Mi + 1 \times SDi)$ $= X > (68 + 1 \times 3,2)$ = X > 71,2 $= (Mi + 1 \times SDi) > X \ge Mi$
ng-Undang agian atau ntuk kepenti rugikan kep rugikan mem	k UIN S	$= (68 + 1 \times 3, 2) > X \ge 68$ = 71,2 > X ≥ 68 = Mi > X ≥ (Mi - 1 × SDi)
eluruh hgan p enting; perbar	uska	$= 68 > X \ge (68 - 1 \times 3, 2)$
kary <i>a</i> bendid an yar ıyak s	Ri	$= 68 > X \ge 64.8$
ebagia	۵ ۷C	$= X < (Mi - 1 \times SDi)$
ini tanı penelii ar UIN an ata		$= X < (68 - 1 \times 3, 2)$
<b>A Cipta Dilindungi Undang-Undang</b> Dil <b>a</b> rang mengutip Bebagian atau Seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masala b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	State Islamic University of Sultan Syarif Kasim I	



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The Result of Variable Tendency Determination of Motiva The Result of Variable Tendency Determination of Motiva The Result of Variable Tendency Determination of Motiva The Result of Variable Score + Lowest score)  $= \frac{1}{2} \times (37 + 29)$  = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 33 = 34,33 = 32 = 33 = 33 = 34,33 = 32 = 332. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



### The Result of Variable Tendency Determination of Behavior

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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	FAKULTAS TARBIYAH DAN KEGURUAN
ARIAU	كالية التربية والتجايم
1. Dilan DPe 2. Dilan	<ul> <li>FACULTY OF EDUCATION AND TEACHER TRAINING</li> <li>JI. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647</li> <li>Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id</li> </ul>
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atau seluruh karya tulis ini pentingan pendidikan, pe n kepentingan yang wajar memperbanyak sebagian	Dösen Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru
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dan /a ilm is ini	Jurusan : Pendidikan Bahasa Inggris
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peny m be	Vocational High School Telkom Pekanbaru
rusunan ntuk ap	Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini
n dan menyebutkan sumber: rya ilmiah, penyusunan laporan, penulisan liis ini dalam bentuk apapun tanpa izin UIN	Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
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iulisa zin Ul	UIN SUSKA RIAU
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n dan menyebutkan sumber: rya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah function Jlis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	Sultan Syarif Kas
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Dekan l	Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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UN SUSKA RIAU	YAYASAN ISLAM RIAU SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM PEKANBARU
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<ul> <li>Hak cipta milik UIN Suska Riau</li> <li>Hak Cipta Dilindungi Undang-Undang</li> <li>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan d a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</li> <li>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis</li> </ul>	Pekanbaru, 11 Juni 2020 O71/SMK-T/YIR/VI/2020 Im Melakukan Pra Riset sa Tarbiyah dan Keguruan UIN Suska Riau u Anguna saudara Nomor Un.04/F.fl.4/PP.00.9/2486/2020 tanggal 10 Maret bion izin melakukan Pra-Riset atas nama: : APRILITA : 1014200842
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UIN SUSKA RIAU		IVERSITAS ISLAM AKULTAS TA	<b>RBIYAH DA</b>		
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### PEMERINTAH PROVINSI RIAU DIKAN 1 JALAN CUT NYAK DIEN NO 3 TELP. 22552/21553 PEKANBARU

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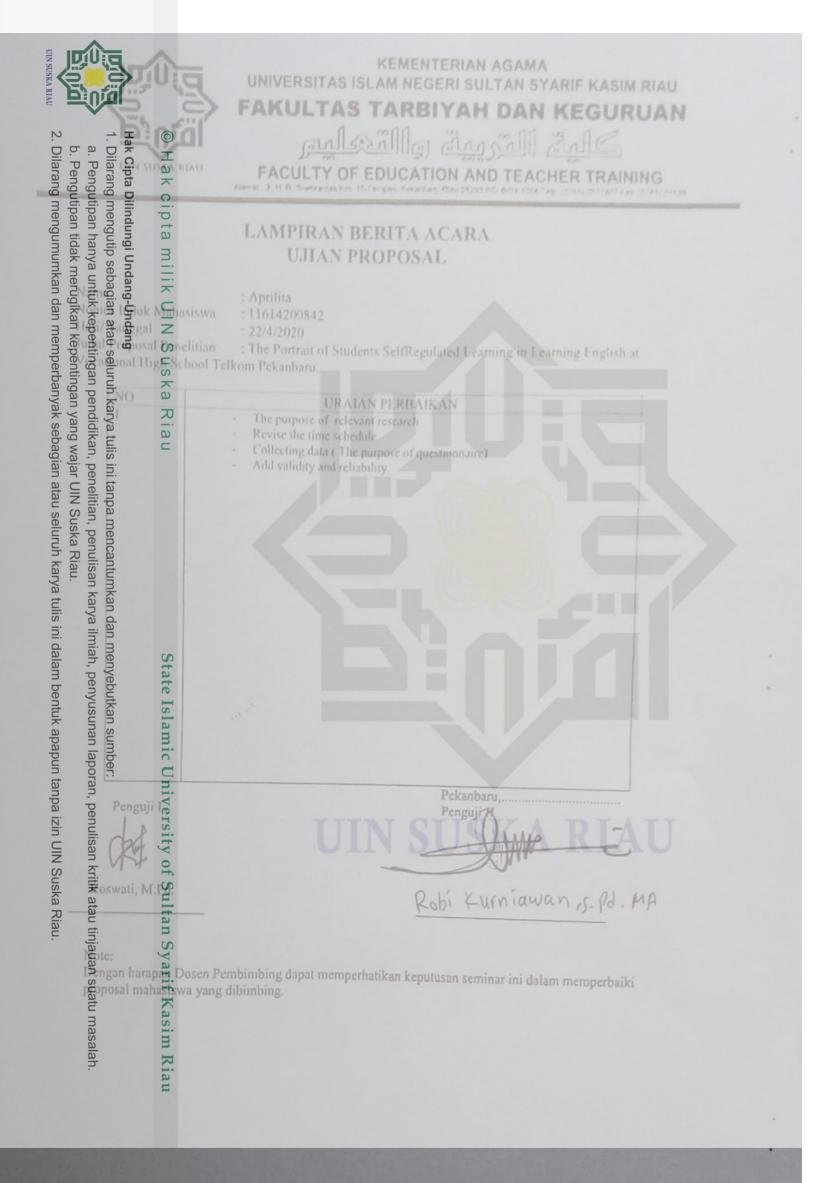
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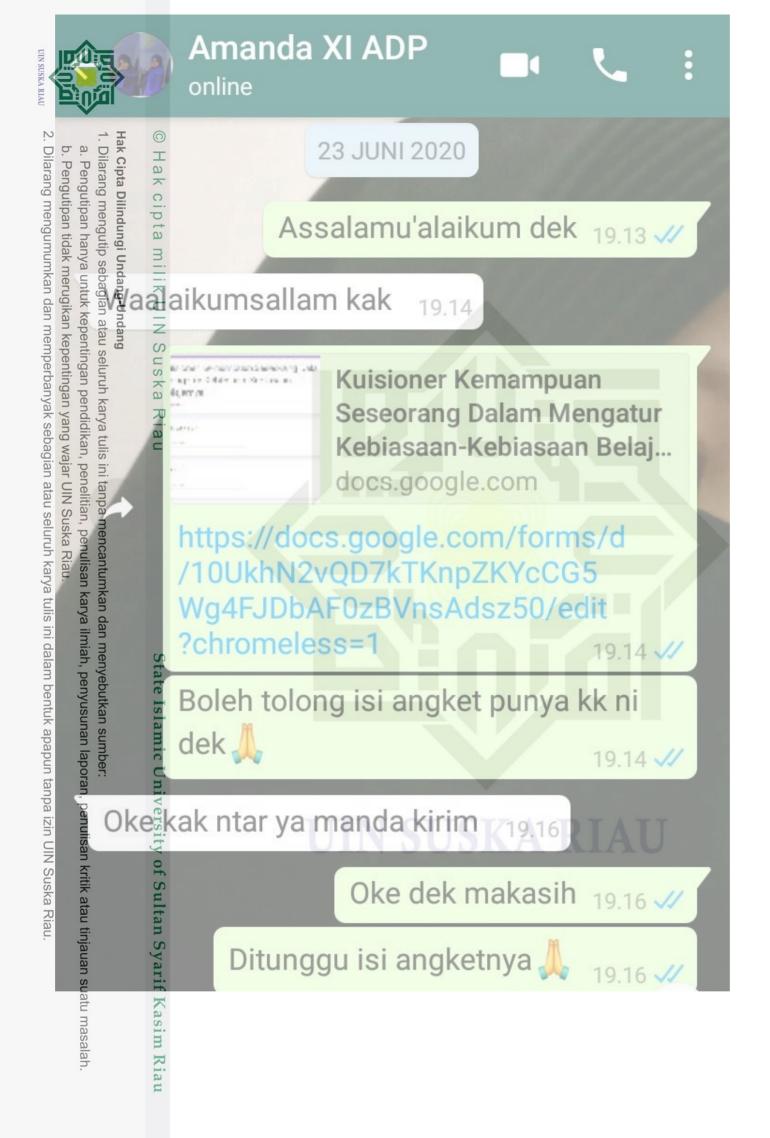
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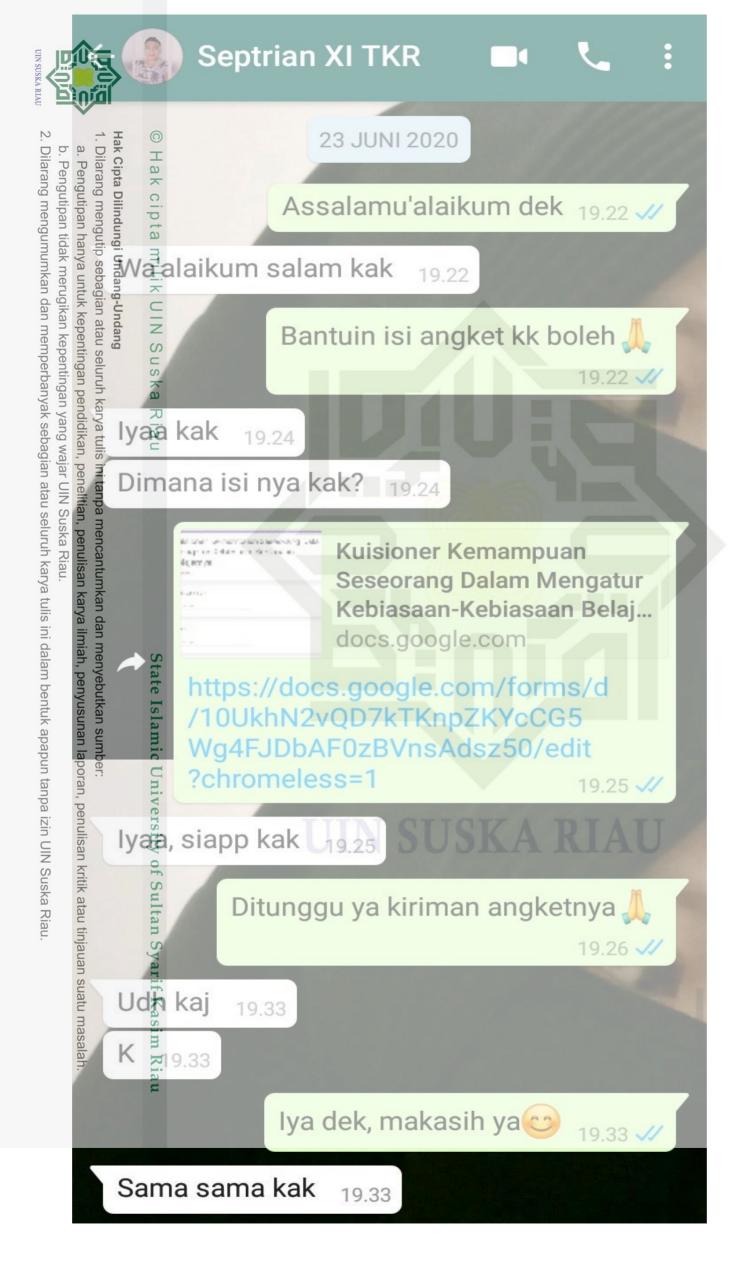


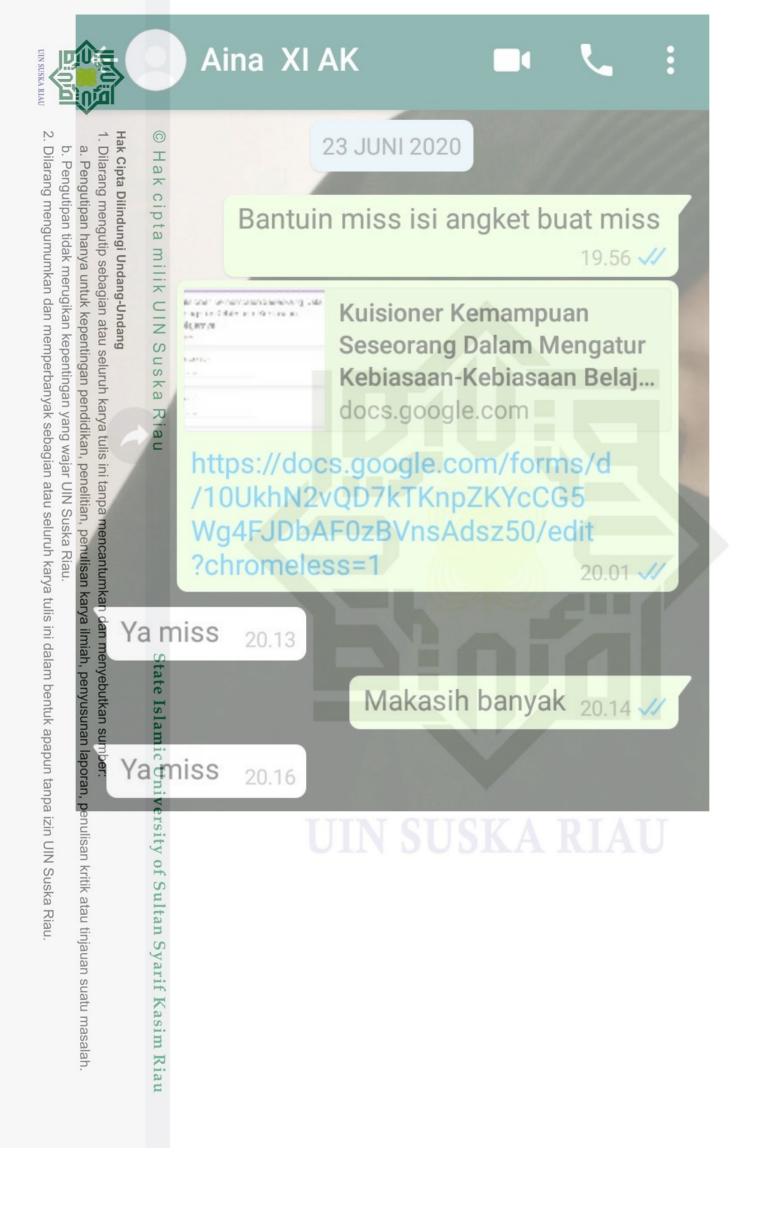


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lasalah.		im Riau			HARUM NATASHA, M. Pd. NIP. 198203012009012012









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Dilarang mengutip sebagian atau seluruh

Pengutipan hanya untuk kepentingan pendidikan, penelitian,

### Hak Cipta Dilindungi Undang-Undang т ۵ T cipta milik UIN S Sn

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Islamic University of Sultan Syarif Kasim Riau

### **BIOGRAPHY**

**Aprilita** is the first daughter of Mr.Syopian Hadi and Mrs. Nurhayati. She was born in Pengalihan, April 21<sup>th</sup> 1998. She lives at Pengalihan Keritang, Indragiri Hilir, Regency.

In 2010, She graduated from SDN 021 Pengalihan Keritang, Inhil. In 2013, She finished his study at Junior High School 04 Keritang and continued to State Senior High School Karya Pengalihan Keritang. She graduated from State Senior High School Karya Pengalihan Keritang 2016.

kary In 2016, he was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did KKN (Kuliah Kerja Nyata) program in Sencalang, Inhil. Then, she did teaching practice (PPL) program at SMK Telkom Pekanbaru on September 2019.

She followed the final examination of his thesis which entitled, "The Portrait of \$tudents` Self-Regulated Learning in Learning English at Vocational High School  $\widehat{\mathbb{T}}$ elkom Pekanbaru" on Monday, 10<sup>th</sup> August 2020. She had passed her final  $\overline{\mathfrak{B}}$  xamination and got Bachelor Degree of English Education Department in state Istamic University of Sultan Syarif Kasim Riau.

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" Tidak ada kesuksesan yang instan, semua butuh perjuangan, Janji Allah itu nyata semua akan indah pada waktunya Do the best as you can and be your-self"

penulisan

karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

yebutkan sumber