LAMPIRAN 1

Metode Successive Internal (MSI) Kuesioner Self-Efficacy

Metode Successive Internal (MSI) Kuesioner Sumber-sumber

Self-Efficacy
### MSI Self-Efficacy

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### MSI Sumber-sumber Self-Efficacy

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LAMPIRAN 2

Hasil Perhitungan Validitas dan Reabilitas

Kuesioner *Self-Efficacy* dan

Kuesioner Sumber-sumber *Self-Efficacy*
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Item ditolak : 5 item

Reabilitas Kuesioner Self-Efficacy
0.8487 yang berarti reabilitasnya tergolong tinggi.
Validitas Kuesioner Sumber-sumber *Self-Efficacy*

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Reabilitas Kuesioner Sumber-sumber *Self-Efficacy*

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LAMPIRAN 3

Kata Pengantar Kuesioner

Kuesioner *Self-Efficacy*

Kuesioner Sumber-sumber *Self-Efficacy*
Kata Pengantar


Untuk maksud tersebut, saya minta Saudara menjawab sesuai dengan penghayatan Saudara atas situasi yang dihadapi. Dalam hal ini, semua jawaban adalah benar, sepanjang jawaban tersebut menggambarkan keadaan Saudara.

Isilah sebaik mungkin dan usahakan jangan ada pernyataan yang terlewat. Bacalah petunjuk-petunjuk dan cara pengisianya terlebih dahulu sebelum Saudara mulai mengisinya.

Atas segala bantuan yang telah diberikan dalam pengisian kuesioner ini, saya ucapkan Terima Kasih.

Hormat saya,

Peneliti
Petunjuk Pengisian

Bacalah baik-baik pernyataan-pernyataan di bawah ini, kemudian tentukanlah seberapa yakin Saudara mampu melaksanakan tiap tugas dalam pernyataan tersebut dengan memberikan tanda checklist (✓) pada setiap kolom yang sesuai dengan derajat keyakinan Saudara.

- Pilihah “SY” jika Saudara sangat yakin mampu untuk melakukan hal tersebut.
- Pilihan “Y” jika Saudara yakin mampu untuk melakukan hal tersebut.
- Pilihah “KY” jika Saudara kurang yakin mampu untuk melakukan hal tersebut.
- Pilihan “TY” jika Saudara tidak yakin mampu untuk melakukan hal tersebut.

Jika sudah selesai, periksalah kembali agar tidak ada yang terlewatkan.

Contoh:

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Artinya: Saudara kurang yakin mampu untuk mengerjakan tugas sekolah dengan baik walaupun tugas tersebut sulit.
## Kuesioner Self-Efficacy

Nama (Inisial) :
Jenis kelamin :
Usia :

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Kata Pengantar


Untuk maksud tersebut, saya minta Saudara menjawab sesuai dengan penghayatan Saudara atas situasi yang dihadapi. Dalam hal ini, semua jawaban adalah benar, sepanjang jawaban tersebut menggambarkan keadaan Saudara.

Isilah sebaik mungkin dan usahakan jangan ada pernyataan yang terlewat. Bacalah petunjuk-petunjuk dan cara pengisiannya terlebih dahulu sebelum Saudara mulai mengisinya.

Atas segala bantuan yang telah diberikan dalam pengisian kuesioner ini, saya ucapkan Terima Kasih.

Hormat saya,

Peneliti
**Petunjuk Pengisian**

Bacalah baik-baik pernyataan-pernyataan di bawah ini, kemudian tentukanlah seberapa yakin Saudara mampu melaksanakan tiap tugas dalam pernyataan tersebut dengan memberikan tanda checklist (√) pada setiap kolom yang sesuai dengan derajat keyakinan Saudara.

- Pilihah “SS” jika Saudara sangat sering mengalami keadaan yang dinyatakan.
- Pilihan “S” jika Saudara sering mengalami keadaan yang dinyatakan.
- Pilihah “J” jika Saudara jarang mengalami keadaan yang dinyatakan.
- Pilihan “SJ” jika Saudara sangat jarang mengalami keadaan yang dinyatakan.

Jika sudah selesai, periksalah kembali agar tidak ada yang terlewatkan.

Contoh:

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<th>No.</th>
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Artinya: Saudara sering mendapatkan nilai yang baik di kelas akselerasi.
### Kuesioner Sumber-sumber Self-Efficacy

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<td>Saya mengalami kegagalan ketika mengikuti gaya belajar kakak senior karena tidak sesuai</td>
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<td>Saya memandang tugas-tugas yang diberikan sekolah sebagai beban.</td>
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15. Saya menerima pujian dari teman-teman karena prestasi saya.

16. Saya merasa lelah dan letih setelah pulang sekolah.

17. Saya mendapat nilai tinggi saat ulangan.

18. Saya termotivasi oleh keberhasilan yang dialami teman sekelas saya.

19. Saya merasa sesama siswa saling memberikan semangat.

20. Saya memandang proses belajar di kelas akselerasi sebagai tantangan yang perlu diatasi.

21. Saya lebih banyak memperoleh keberhasilan dalam belajar.

22. Saya merasa teman sekelas tidak bisa memberikan bantuan yang berarti untuk belajar.

23. Orangtua saya memerhatikan maju-mundurnya prestasi saya.

24. Saya memandang tugas-tugas yang diberikan sebagai tantangan.

25. Saya merasa tertantang dengan tugas di kelas meskipun melelahkan.
LAMPIRAN 4

Skor untuk Kuesioner Self-Efficacy

Skor untuk Kuesioner Sumber-sumber Self-Efficacy
Skor Kuesioner *Self-Efficacy*

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LAMPIRAN 5

*Multiple Regression Self-Efficacy*

Hasil Regresi untuk Kontribusi Sumber-sumber *Self-Efficacy* terhadap indikator *Self-Efficacy*. 
Kontribusi Sumber-sumber Self-Efficacy terhadap Self-Efficacy (Multiple Regression)

<table>
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<th>Sumber Self-Efficacy</th>
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<th>t_table</th>
<th>p-value</th>
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<td>Enactive Mastery Experience</td>
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<td>2.045</td>
<td>0.037</td>
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<td>&lt;</td>
<td>2.045</td>
<td>0.069</td>
<td>&gt;</td>
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<td>Verbal Persuassion</td>
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<td>&gt;</td>
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<td>H₀ diterima, H₁ ditolak.</td>
</tr>
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<td>Physiological and affective states.</td>
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<td>2.045</td>
<td>0.043</td>
<td>&lt;</td>
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<td>H₀ ditolak, H₁ diterima.</td>
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Tabel 4.5. Kontribusi sumber-sumber self-efficacy (regresi linear)

Kontribusi sumber-sumber terhadap indikator *self-efficacy* (regresi linear)

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<th>$t_{tabel}$</th>
<th>p-value</th>
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<th>$\alpha$</th>
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<td>2.045</td>
<td>0.004</td>
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<td>$&lt;$</td>
<td>2.045</td>
<td>0.650</td>
<td>$&gt;$</td>
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</table>

Tabel 4.6.1. Kontribusi sumber-sumber terhadap indikator 1 (regresi linear)

Dari tabel di atas, terlihat bahwa *enactive mastery experience* berkontribusi terhadap indikator pertama dari *self-efficacy* yaitu keyakinan dalam menentukan pilihan.

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Tabel 4.6.2. Kontribusi sumber-sumber terhadap indikator 3 (regresi linear)
Dari tabel di atas, terlihat bahwa enactive mastery experience dan physiological and affective states memberikan kontribusi terhadap indikator ketiga dari self-efficacy, yaitu ketekunan dan daya tahan.

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Tabel 4.6.3. Kontribusi sumber-sumber terhadap indikator 4 (regresi linear)

Dari tabel 4.6.3, terlihat bahwa physiological and affective states memberikan kontribusi terhadap indikator keempat dari self-efficacy, yaitu kemampuan dalam menghadapi stres dan depresi.
LAMPIRAN 6

SMA “X”, Bandung
Sejarah


BPK PENABUR telah menyebutkan adanya Mukadimah sebagai berikut:
Mengingat bahwa Gereja Kristen Indonesia Jawa Barat yang hidup di dalam persekutuan dengan Gereja yang kudus dalam mengemban amanat panggilan pelayanan dan kesaksian tersebut adalah di bidang pendidikan, maka Gereja Kristen Indonesia Jawa Barat mendirikan dan mengasuh suatu Yayasan Pendidikan Kristen yang berdasarkan iman Kristen, sesuai dengan kesadaran bahwa pendidikan itu mengarah kepada pembentukan manusia seutuhnya. Selanjutnya disebutkan, bahwa yayasan tersebut berkedudukan di Jakarta dan berdasarkan pancasila dan bertujuan ikut membentuk manusia Indonesia seutuhnya melalui bidang pendidikan sebagai perwujudan panggilan pelayanan dan kesaksian Kristen.

Visi

Menjadi lembaga pendidikan Kristen unggul dalam Iman, Ilmu, dan Pelayanan.

Misi

Mengembangkan potensi peserta didik secara optimal melalui pendidikan dan pengajaran bermutu berdasarkan nilai-nilai Kristiani
Pemahaman

Misi: Jawaban dari pertanyaan “Mengapa dan untuk apa BPK PENABUR berada”, atau semacam “Maksud dan Tujuan” pendirian sebuah lembaga, sehingga identik dengan “Latar Belakang” / “Yang Mendorong”.

Visi: Jawaban dari pertanyaan “Menjadi seperti apa BPK PENABUR yang diharapkan” atau semacam “Sasaran Jangka Panjang” yang belum terukur dan terbatas waktu, sehingga identik dengan “Mimpi yang ingin diwujudkan” atau “Yang Menarik”.

Istilah dalam Misi

1. POTENSI, adalah daya, kemampuan, kekuatan yang mempunyai kemungkinan untuk dikembangkan.
2. PESERTA DIDIK, adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui proses pendidikan pada lajur, jenjang, dan jenis pendidikan tertentu. (UURI no. 2/1989 Bab 1/p. 1).
3. OPTIMAL, kondisi terbaik yang perlu diciptakan demi tercapainya hasil/prestasi tertinggi.
4. PENDIDIKAN dan PENGAJARAN, Pendidikan adalah proses perubahan sikap dan tata laku seseorang atau kelompok orang dalam usaha mendewasakan manusia melalui Peneladanan hidup yang baik dan benar bercermin kepada Guru Agung Yesus Kristus. Pengajaran adalah proses mentransfer suatu ilmu.
5. BERMUTU, baik (tinggi) mutunya; mempunyai kwalitas, bertaraf tinggi.