

APPENDICES

Appendix I: Translation of Qur'an

No	Name of The Surah	Indonesian	English
1.	An Nahl (16:125) أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ	Serulah (manusia) ke jalan Tuhanmu dengan hikmah dan pengajaran yang baik serta debatlah mereka dengan cara yang lebih baik. Sesungguhnya Tuhanmu Dialah yang paling tahu siapa yang tersesat dari jalan-Nya dan Dia (pula) yang paling tahu siapa yang mendapat petunjuk.	Invite 'all' to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord 'alone' knows best who has strayed from His Way and who is 'rightly' guided.

Appendix II: Research Questionnaire

The Correlation between University Students' Exposure to Conversational English Content on Social Media and Their Pragmatic Awareness in Listening

Dear Participants,

My name is Rizkhi Faizal Akbar, a student of the English Education Department at State Islamic University Antasari Banjarmasin. I am currently researching the correlation between exposure to certain content on social media and students' pragmatic awareness in listening.

The purpose of this study is to explore how your daily habits of watching or listening to English content on platforms like YouTube, TikTok, and Instagram relate to your ability to understand social nuances in communication—specifically, the "hidden meanings" in natural English conversations.

Important Information:

- **Unique Format:** Unlike traditional surveys, this questionnaire uses **embedded videos**. You will be asked to watch short clips and interpret the social context of the interactions.
- **Preparation:** Because this is a listening-based assessment, please ensure you are in a **quiet environment** or using **headphones** for the best experience.
- **Confidentiality:** Your participation is completely voluntary. All responses will be kept strictly confidential and used solely for academic purposes.
- **Time:** The survey will take approximately **10–15 minutes** of your time.

There are no right or wrong answers regarding your social media habits, but for the listening section, please choose the option that best reflects your understanding of natural English interaction.

If you have any questions or require further information regarding this study, please do not hesitate to contact me. You can reach out via direct message (DM) to my **Instagram: @rizkhifaizal**.

Thank you very much for your time, honesty, and valuable contribution to this research!

Best regards,
Rizkhi Faizal Akbar

Do you Actively use social media?

- A. Frequently
- B. Rarely

Which social media platforms do you use most often? (Select the appropriate ones.)

- ☐ Facebook
- ☐ Instagram
- ☐ TikTok
- ☐ X / Twitter
- ☐ Threads
- ☐ YouTube
- ☐ Quora

How many hours a day do you spend watching or listening to English-language content on social media?

- A. Less than an hour
- B. 1-3 hours
- C. 4-6 hours
- D. More than 6 hours

Section 1: Exposure to Conversational English Content

Instruction: Please indicate how often you engage in the following activities on social media. There are no right or wrong answers; please choose the option that best describes your actual habits. (Response options: Never, Rarely, Often, Always)

1. I watch English-language video content on social media (e.g., Instagram, TikTok, YouTube).
2. I follow social media influencers or content creators who speak English in their content.
3. I listen to English podcasts, vlogs, or casual conversational videos.
4. I watch short-form English videos (e.g., TikTok, Instagram Reels, or YouTube Shorts) that feature daily, informal conversations.
5. I prioritize watching casual English conversations over formal educational/lesson videos.
6. I watch English videos that show real-life social interactions (e.g., pranks, interviews, street vlogs).
7. I seek out English content that features diverse accents and slang.
8. I watch English-language content that involves spontaneous interactions or discussions between two or more people (e.g., talk shows or group collaborations).
9. I use my free time to watch English-language content so I can get used to the speaking speed of native speakers.
10. I re-watch or replay English conversational clips when I don't understand the social context.

Section 2: Pragmatic Awareness in Listening

This section consists of 10 video-based social situations. Please follow these steps to complete the test:

1. **Watch and Listen:** Play each video carefully. You may replay the video if necessary.
2. **Observe Context:** Pay close attention not only to the words spoken but also to the speaker's tone of voice, facial expressions, and body language.
3. **Identify Intent:** Choose the most accurate interpretation of what the speaker actually means or implies in that specific social context.
4. **One Best Answer:** Note that while some options might seem grammatically correct, only one option best reflects natural English interaction.
5. **Scoring:** Each correct answer is worth 1 point, and incorrect answers are worth 0 points.
6. **Error:** If an error occurs while loading the webpage or playing a video, please refresh the webpage; your progress on the questionnaire will be saved automatically and will not be lost

1. Watch the short video below. Pay attention to the man's reactions and tone of voice as he listens to the song's lyrics.!

https://youtu.be/L_VGqw_Vn58?si=OV3pdsxj7ti5s-FL

1. What can be inferred from the streamer's reaction when he hears the specific word in the song?
 - a. He is confused by the singers' pronunciation of the English word.
 - b. He is reacting to a word that sounds like a racial slur in his own culture, despite its different meaning in Korean.
 - c. He is showing excitement because he recognizes a popular slang term from social media.

d. He is pretending to be shocked to entertain his viewers, though he understands the Korean lyrics.

2. Watch the following video. Pay close attention to the man's tone of voice and facial expressions as he responds to the person he's talking to.!

https://youtu.be/vg1JsX7QizI?si=t-CITKplLdwq0_-m

2. What is the speaker's true intention when he says, "Pardon me, Mr. Perfect!"?

- a. He is sincerely apologizing for a mistake he made during the conversation.
- b. He is expressing annoyance and using irony to mock the other person's attitude.
- c. He is asking for the other person's name because he thinks they are a perfect match.
- d. He is admitting that he is a slow learner and needs more help with his English.

3. Watch the following short clip. Notice how the man responds to the woman's question about their relationship.!

https://youtu.be/Fgy_yV3P3oc?si=lrBEnu6A3oLqQEPX

3. What can be inferred from the man's quick agreement when he says, "Alright, as friends"?

- a. He is definitively stating that he has no romantic interest in the woman.
- b. He is choosing a "safe" and indirect response to match the woman's label and avoid an awkward social situation.
- c. He is confused by the woman's question and does not understand the meaning of "friends."
- d. He is trying to convince the woman to stop talking so he can leave the site.

4. Watch/listen to the following movie clip. Notice how the man changes the way he speaks when asking the group for a cell phone.!

<https://youtu.be/FAdsWV3xyrI?si=c9g9-2UjjosGmLSH>

4. What can be inferred about the man's initial request when he says, "I'm not trying to steal it. I'm trying to buy it for good money?"

- a. He is genuinely afraid of the gangsters and is offering them money so they won't hurt him.
- b. He is confused and thinks he is talking to a group of professional business partners.
- c. He is apologizing for his earlier rude behavior and wants to make friends with the group.
- d. He is attempting to use a transactional negotiation strategy to get what he wants without immediate conflict.

5. Watch or listen to a clip from this cooking competition. Pay attention to the judges' reactions after tasting the cake, especially when one of them says, "Get out of here!"

https://youtu.be/Hz8JMfbX2pg?si=IMo1uRXxIg_R7fjg

5. When the judge says, "Get out of here!" what is he actually communicating to the kid?

- a. He is angry because the cake tastes bad and he wants the chef to leave the room immediately.
- b. He is expressing extreme disbelief and admiration because the dessert is surprisingly excellent.
- c. He is giving a formal command for the chef to return to the kitchen and start a new dish.
- d. He is suggesting that the chef is not good enough to be in a professional competition.

6. Watch/listen to the clip where IShowSpeed meets a young fan. Pay close attention when Speed mentions that this is an “Unc Moment.”!

<https://youtu.be/coL0LdKtTt0?si=RMnKyhlOoKWdhYU>

6. What does Speed imply when he says, "This is like Unc Moment right here"?
- He is surprised to find out that he is actually the young fan's biological uncle.
 - He is announcing that he plans to stop being a streamer to spend more time with his family.
 - He is realizing that he has been a creator for a long time and is now seen as an "older figure" by the younger generation.
 - He is offended because he thinks the kid is being disrespectful by calling him old.

7. Watch or listen to this short interview clip. Notice how the woman answers the question about her future husband’s ideal income.!

https://youtu.be/L28RWrNtpOg?si=goyvf_61DHHZ8Yl6

7. Why does the woman use words like "uh," "um," "maybe," and "actually" before giving her answer?
- She is trying to hide the fact that she doesn't know what the word "income" means.
 - She is waiting for the interviewer to give her the correct answer instead of thinking for herself.
 - She uses these words to manage her thoughts and soften her statement about a potentially sensitive topic.
 - She is having a technical problem with her microphone and is trying to check if it still works.

8. Listen to this brief speech by the soccer commentator. Pay close attention to his tone of voice and the poetic language he uses to welcome the player back to the stadium.!

<https://youtu.be/z11LWeta0eQ?si=3DE2fRTTqwqTeUnK>

8. What does the commentator's emotional tone and use of phrases like "A Walking Work of Art" suggest about his perspective?

- a. He views the player's return with immense respect and considers it a legendary moment in football history.
- b. He is criticizing the player for being too old and no longer as fast as he was 18 years ago.
- c. He is bored and is simply reading a list of cities where the player has previously lived.
- d. He is confused about why the player decided to return to Manchester instead of staying in Turin.

9. Watch or listen to actor Will Smith's apology below. Notice how he chooses his words to express regret for his actions.!

<https://youtu.be/tcJUZxaLG3I?si=sKp9DgwRJgpj-MYO>

9. How does Will Smith primarily demonstrate the sincerity of his apology in this statement?

- a. By suggesting that his behavior was a natural reaction to the specific situation.
- b. By promising to never attend another public event until he is forgiven.
- c. By taking full ownership of his mistake and stating that there was no justification for his behavior.
- d. By asking Chris Rock to apologize back to him for making a joke about his family.

10. Listen to the following excerpt from a comedy interview. Pay attention to the interviewee's explanation of who he thinks named the planet "Earth."!

https://youtu.be/AbHxrc7CtX4?si=OI5xKSD-pLKM_DJd

10. What is the speaker's intention when he claims that Chihuahuas named the Earth because they bark "Earf, Earf"?

- a. He is providing a serious linguistic analysis of how the word "Earth" evolved over time.
- b. He is trying to educate the audience about the history of Ancient Greece and Rome.
- c. He is sincerely arguing that dogs are more intelligent than human historians.
- d. He is using a play on words (pun) and absurd humor to make a joke.

Section 3: Helpful Features of Conversational English Content

Instruction: Based on your experience, please indicate how much you agree that the following linguistic features help you understand the overall message of the English content you consume. (Response options: Strongly Disagree, Disagree, Agree, Strongly Agree)

- 1. Learning idioms and informal expressions through social media helps me understand the "naturalness" of the speaker's message.
- 2. Paying attention to the speaker's varied tone and intonation helps me identify their hidden emotions or emphasis.
- 3. Exposure to humor and sarcasm makes me more sensitive to when a speaker means the opposite of what they actually say.
- 4. Observing how creators make requests or apologies helps me understand the levels of politeness in different social situations.

5. Identifying cultural references in the content helps me understand the background values that influence the conversation.
6. Watching gestures and facial expressions in videos helps me clarify the pragmatic meaning of the spoken words.
7. Noticing filler words (e.g., "you know," "like," "I mean") helps me follow the flow and hesitation of the speaker's thoughts.
8. Observing how speakers address each other (e.g., "bro," "dude," "sir") helps me identify the level of closeness/distance between them.
9. Reading the comments section helps me understand the audience's reaction, which clarifies whether the speaker's message is intended as a joke, a complaint, or an invitation.
10. Captions, on-screen text, or editing effects help me "notice" important pragmatic points that I might miss by just listening.

Demographic Information

E-mail:

Name or Nickname:

Age:

Institution or University:

As a token of appreciation for participating in my study, 30 lucky winners—selected specifically from the respondents—will receive an e-wallet credit. Please select the e-wallet you use and enter your account number in the field below.

E-Wallet:

- A. Dana
- B. GoPay
- C. Shopeepay
- D. None

Account Number:

Please just type "0" if you prefer not to receive the reward.

Yay! You've completed this questionnaire.

Thank you so much for taking the time to watch the videos and provide your best answers. I know watching 10 videos takes extra effort, and I really appreciate it!

Your participation helps me understand how social media content influences the way we learn English. I wish you the best of luck in your studies or career!

You can contact me at my Instagram: @rizkhifaizal.

Best regards,

Rizkhi Faizal Akbar.

Appendix III: Research Instrument Validation Correction Sheet

Name / SRN : Rizkhi Faizal Akbar / 220101030835

Research Title : The Correlation between University Student' Exposure to Conversational English Content on Social Media and Their Pragmatic Awareness in Listening

Examiner : Husnul Athiya, S.Pd, M.A

No.	Section / Initial Statement Number	Validator's Notes / Feedback	Student Justifications / Responses	Results of Corrections / Follow-Up
Section 1: Exposure				
1.	Statements No. 4, 5, and 6 (Casual conversation, real-life interaction, accents/slang)	Ask about the purpose, objective, and contribution of that statement to the research.	This statement aims to measure the intensity of students' exposure to authentic language input and sociolinguistic variations that are crucial for pragmatic awareness.	Retained with adjustments to the order to make the questionnaire's logical flow more coherent.
2.	Statement No. 9 (Reading the comments section)	To determine whether respondents understand the theoretical implications immediately when watching the video, as opposed to when they have to read the commentary first.	Reading comments is seen as a process of noticing and learning scaffolding (cognitive aids) for students to validate their understanding of the social context of the video.	Moved to Section 3 (No. 9) because it is more appropriately categorized as the use of the platform's interactive features (social media tools), rather than simply the quantity of exposure.

3.	Statement No. 7 (Using captions)	Re-evaluate its relevance in Section 1 after moving the points from the comments column.	The use of captions/subtitles serves the same purpose as comment sections: they are platform features designed to help users understand the meaning.	Moved to Section 3 (No. 10). The vacancy in Section 1 has been filled with a new instrument regarding the presentation of multicharacter spontaneous interaction content (unscripted/group discussion).
4.	New Statements (No. 4 & No. 8)	Additional items are needed to bring the instrument's total to 10 items after moving several items to Section 3.	Include more specific indicators regarding the characteristics of today's social media (short-form content and interactive content).	Two new statements have been added: 1. Exposure to short-form content (TikTok/Reels/Shorts) at No. 4. 2. Exposure to spontaneous interaction at No. 8.
Section 3: Perceived Contribution				
5.	Statement No. 9 (General Engagement)	Adjust the number of questions so that it remains at 10 after the points from the comments column are added.	General engagement metrics are too broad, whereas the comments section is a concrete form of engagement on social media.	Replaced with a statement regarding the comment feature that was moved from Section 1.

Banjarmasin, 18 Mei 2026
Penguji Validasi,



Husnul Athiya, S.Pd, M.A
NIP. 199410212025052004

Appendix IV: Summary Sheet of Instrument Test Results (Pilot Study)

Name : Rizkhi Faizal Akbar

Research Title : The Correlation between University Students' Exposure to
Conversational English Content on Social Media and Their Pragmatic
Awareness in Listening.

Number of Pilot Study Respondents (N): 31 Respondents

Data Processing Software: SPSS 16

No	Questionnaire Section	Number of Items	Reliability Coefficient	Critical Threshold	Note
1	Section 1: Exposure to Conversational English Content	10	0.859	0.60	Highly Reliable
2	Section 2: Pragmatic Awareness in Listening	10	0.800	0.60	Highly Reliable
3	Section 3: Helpful Features of Conversational English Content	10	0.872	0.60	Highly Reliable

Brief Conclusion:

Based on statistical criteria, all items in the three sections were found to be highly reliable, as their reliability coefficients were well above the minimum critical threshold of 0.60. Thus, this instrument has demonstrated stable internal consistency and is suitable for use in collecting data from the main sample.

Reliability Test Results in SPSS:

Section 1:

Case Processing Summary			
		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	10

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1_Q1	25.32	20.492	.452	.855
S1_Q2	25.39	19.778	.457	.856
S1_Q3	25.65	18.503	.670	.837
S1_Q4	25.16	20.273	.527	.850
S1_Q5	25.35	20.370	.412	.858
S1_Q6	25.32	18.759	.720	.834
S1_Q7	25.68	18.226	.713	.833
S1_Q8	25.55	19.123	.638	.840
S1_Q9	25.48	18.791	.619	.841
S1_Q10	25.42	18.718	.507	.854

Section 2:

Case Processing Summary			
		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.800	10

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S2_Q1	6.77	5.781	.292	.801
S2_Q2	6.84	6.406	-.066	.840
S2_Q3	6.81	5.628	.344	.797
S2_Q4	6.97	4.766	.680	.755
S2_Q5	6.74	5.731	.366	.794
S2_Q6	6.84	4.873	.741	.751
S2_Q7	6.81	4.895	.782	.748
S2_Q8	6.90	4.624	.811	.738
S2_Q9	6.81	5.761	.271	.805
S2_Q10	7.03	4.899	.583	.769

Section 3:

Case Processing Summary		
	N	%
Cases Valid	31	100.0
Excluded ^a	0	.0
Total	31	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.872	10

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S3_Q1	30.03	12.232	.404	.879
S3_Q2	29.87	12.116	.599	.859
S3_Q3	30.06	12.662	.413	.874
S3_Q4	29.97	11.699	.782	.846
S3_Q5	29.97	11.899	.626	.857
S3_Q6	29.77	11.914	.728	.850
S3_Q7	29.87	12.049	.719	.851
S3_Q8	29.84	11.940	.638	.856
S3_Q9	29.81	12.361	.596	.860
S3_Q10	29.84	12.006	.546	.864

Appendix V: Table of Final Data Analysis Results in SPSS

Correlations

	S1_Q1	S1_Q2	S1_Q3	S1_Q4	S1_Q5	S1_Q6	S1_Q7	S1_Q8	S1_Q9	S1_Q10	TOTAL_X
S1_Q1 Pearson Correlation	1	.331**	.441**	.471**	.151	.403**	.341**	.389**	.406**	.239*	.627**
Sig. (2-tailed)		.001	.000	.000	.129	.000	.000	.000	.000	.015	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q2 Pearson Correlation	.331**	1	.550**	.250*	.109	.192	.295**	.241*	.253**	.233*	.538**
Sig. (2-tailed)	.001		.000	.011	.272	.052	.002	.014	.010	.018	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q3 Pearson Correlation	.441**	.550**	1	.266**	.248*	.380**	.389**	.389**	.448**	.441**	.706**
Sig. (2-tailed)	.000	.000		.007	.012	.000	.000	.000	.000	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q4 Pearson Correlation	.471**	.250*	.266**	1	.156	.526**	.461**	.461**	.365**	.142	.616**
Sig. (2-tailed)	.000	.011	.007		.115	.000	.000	.000	.000	.153	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q5 Pearson Correlation	.151	.109	.248*	.156	1	.321**	.289**	.317**	.264**	.344**	.495**
Sig. (2-tailed)	.129	.272	.012	.115		.001	.003	.001	.007	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q6 Pearson Correlation	.403**	.192	.380**	.526**	.321**	1	.433**	.627**	.373**	.338**	.699**
Sig. (2-tailed)	.000	.052	.000	.000	.001		.000	.000	.000	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q7 Pearson Correlation	.341**	.295**	.389**	.461**	.289**	.433**	1	.462**	.450**	.442**	.715**
Sig. (2-tailed)	.000	.002	.000	.000	.003	.000		.000	.000	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103

S1_Q8 Pearson Correlation	.389**	.241*	.389**	.461**	.317**	.627**	.462**	1	.522**	.316**	.721**
Sig. (2-tailed)	.000	.014	.000	.000	.001	.000	.000		.000	.001	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q9 Pearson Correlation	.406**	.253**	.448**	.365**	.264**	.373**	.450**	.522**	1	.469**	.710**
Sig. (2-tailed)	.000	.010	.000	.000	.007	.000	.000	.000		.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S1_Q10 Pearson Correlation	.239*	.233*	.441**	.142	.344**	.338**	.442**	.316**	.469**	1	.638**
Sig. (2-tailed)	.015	.018	.000	.153	.000	.000	.000	.001	.000		.000
N	103	103	103	103	103	103	103	103	103	103	103
TOTAL_X Pearson Correlation	.627**	.538**	.706**	.616**	.495**	.699**	.715**	.721**	.710**	.638**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
N	103	103	103	103	103	103	103	103	103	103	103

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

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

Case Processing Summary

	N	%
Cases Valid	103	100.0
Excluded ^a	0	.0
Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.843	10

Correlations

	S2_Q1	S2_Q2	S2_Q3	S2_Q4	S2_Q5	S2_Q6	S2_Q7	S2_Q8	S2_Q9	S2_Q10	TOTAL_Y
S2_Q1 Pearson Correlation	1	.041	.275**	.321**	.194*	.367**	.134	.183	.200*	.223*	.504**
Sig. (2-tailed)		.679	.005	.001	.049	.000	.176	.064	.043	.024	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q2 Pearson Correlation	.041	1	-.060	.096	-.034	.059	.070	-.009	.110	.058	.210*
Sig. (2-tailed)	.679		.547	.337	.730	.551	.484	.931	.267	.558	.033
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q3 Pearson Correlation	.275**	-.060	1	.261**	-.003	.192	.148	.249**	.141	.196*	.427**
Sig. (2-tailed)	.005	.547		.008	.975	.053	.136	.011	.156	.047	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q4 Pearson Correlation	.321**	.096	.261**	1	.262**	.493**	.515**	.547**	.301**	.357**	.735**
Sig. (2-tailed)	.001	.337	.008		.007	.000	.000	.000	.002	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q5 Pearson Correlation	.194*	-.034	-.003	.262**	1	.375**	.229*	.454**	.071	.181	.438**
Sig. (2-tailed)	.049	.730	.975	.007		.000	.020	.000	.477	.068	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q6 Pearson Correlation	.367**	.059	.192	.493**	.375**	1	.403**	.552**	.258**	.385**	.715**
Sig. (2-tailed)	.000	.551	.053	.000	.000		.000	.000	.008	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q7 Pearson Correlation	.134	.070	.148	.515**	.229*	.403**	1	.574**	.329**	.364**	.668**
Sig. (2-tailed)	.176	.484	.136	.000	.020	.000		.000	.001	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103

S2_Q8 Pearson Correlation	.183	-.009	.249*	.547**	.454**	.552**	.574**	1	.411**	.432**	.774**
Sig. (2-tailed)	.064	.931	.011	.000	.000	.000	.000		.000	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q9 Pearson Correlation	.200*	.110	.141	.301**	.071	.258**	.329**	.411**	1	.289**	.568**
Sig. (2-tailed)	.043	.267	.156	.002	.477	.008	.001	.000		.003	.000
N	103	103	103	103	103	103	103	103	103	103	103
S2_Q10 Pearson Correlation	.223*	.058	.196*	.357**	.181	.385**	.364**	.432**	.289**	1	.641**
Sig. (2-tailed)	.024	.558	.047	.000	.068	.000	.000	.000	.003		.000
N	103	103	103	103	103	103	103	103	103	103	103
TOTAL_Y Pearson Correlation	.504**	.210*	.427**	.735**	.438**	.715**	.668**	.774**	.568**	.641**	1
Sig. (2-tailed)	.000	.033	.000	.000	.000	.000	.000	.000	.000	.000	
N	103	103	103	103	103	103	103	103	103	103	103

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

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

Case Processing Summary

	N	%
Cases Valid	103	100.0
Excluded ^a	0	.0
Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.777	10



Correlations

	S3_Q1	S3_Q2	S3_Q3	S3_Q4	S3_Q5	S3_Q6	S3_Q7	S3_Q8	S3_Q9	S3_Q10	TOTAL_S3
S3_Q1 Pearson Correlation	1	.508**	.304**	.397**	.429**	.184	.511**	.411**	.198*	.446**	.687**
Sig. (2-tailed)		.000	.002	.000	.000	.063	.000	.000	.045	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q2 Pearson Correlation	.508**	1	.400**	.401**	.389**	.463**	.336**	.433**	.237*	.316**	.693**
Sig. (2-tailed)	.000		.000	.000	.000	.000	.001	.000	.016	.001	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q3 Pearson Correlation	.304**	.400**	1	.280**	.415**	.201*	.382**	.364**	.114	.166	.569**
Sig. (2-tailed)	.002	.000		.004	.000	.042	.000	.000	.252	.094	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q4 Pearson Correlation	.397**	.401**	.280**	1	.331**	.334**	.242*	.439**	.398**	.321**	.629**
Sig. (2-tailed)	.000	.000	.004		.001	.001	.014	.000	.000	.001	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q5 Pearson Correlation	.429**	.389**	.415**	.331**	1	.360**	.504**	.515**	.213*	.316**	.690**
Sig. (2-tailed)	.000	.000	.000	.001		.000	.000	.000	.031	.001	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q6 Pearson Correlation	.184	.463**	.201*	.334**	.360**	1	.342**	.348**	.298**	.412**	.600**
Sig. (2-tailed)	.063	.000	.042	.001	.000		.000	.000	.002	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q7 Pearson Correlation	.511**	.336**	.382**	.242*	.504**	.342**	1	.398**	.141	.472**	.677**
Sig. (2-tailed)	.000	.001	.000	.014	.000	.000		.000	.155	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103

S3_Q8 Pearson Correlation	.411**	.433**	.364**	.439**	.515**	.348**	.398**	1	.412**	.435**	.742**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q9 Pearson Correlation	.198*	.237*	.114	.398**	.213*	.298**	.141	.412**	1	.348**	.511**
Sig. (2-tailed)	.045	.016	.252	.000	.031	.002	.155	.000		.000	.000
N	103	103	103	103	103	103	103	103	103	103	103
S3_Q10 Pearson Correlation	.446**	.316**	.166	.321**	.316**	.412**	.472**	.435**	.348**	1	.660**
Sig. (2-tailed)	.000	.001	.094	.001	.001	.000	.000	.000	.000		.000
N	103	103	103	103	103	103	103	103	103	103	103
TOTAL_S3 Pearson Correlation	.687**	.693**	.569**	.629**	.690**	.600**	.677**	.742**	.511**	.660**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
N	103	103	103	103	103	103	103	103	103	103	103

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

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

Case Processing Summary

	N	%
Cases Valid	103	100.0
Excluded ^a	0	.0
Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.845	10



One-Sample Kolmogorov-Smirnov Test

	TOTAL_X	TOTAL_Y
N	103	103
Normal Parameters ^a		
Mean	27.0000	7.7476
Std. Deviation	4.52661	2.36692
Most Extreme Differences Absolute	.078	.203
Positive	.063	.171
Negative	-.078	-.203
Kolmogorov-Smirnov Z	.796	2.057
Asymp. Sig. (2-tailed)	.550	.000
a. Test distribution is Normal.		



Correlations

	TOTAL_X	TOTAL_Y
Spearman's rho		
TOTAL_X	1.000	.293**
Correlation Coefficient		
Sig. (2-tailed)	.	.003
N	103	103
TOTAL_Y	.293**	1.000
Correlation Coefficient		
Sig. (2-tailed)	.003	.
N	103	103

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

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
S3_Q1	103	1	4	3.14	.595
S3_Q2	103	2	4	3.35	.555
S3_Q3	103	1	4	3.07	.598
S3_Q4	103	2	4	3.21	.498
S3_Q5	103	2	4	3.23	.528
S3_Q6	103	2	4	3.37	.524
S3_Q7	103	1	4	3.22	.576
S3_Q8	103	1	4	3.33	.617
S3_Q9	103	2	4	3.33	.531
S3_Q10	103	2	4	3.29	.588
Valid N (listwise)	103				

Appendix VI: Respondents' Demographic Information

No	Institution or University	Respondents
1.	Universitas Islam Negeri Antasari	52
2.	Universitas Lambung Mangkurat	22
3.	Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari	22
4.	Universitas Sari Mulia	3
5.	Institut Agama Islam Darussalam	2
6.	Sekolah Tinggi Ilmu Tarbiyah Darul Hijrah	2
Total		103

No	Respondents' Age	Quantity
1.	18	1
2.	19	9
3.	20	11
4.	21	26
5.	22	36
6.	23	14
7.	24	4
8.	25	1
9.	26	1
Total		103

Appendix VII: Consultation Notes

Consultation Notes

No	Date	Notes	Signature
1	10 / 12 / 2025	• Revision on the Definition of Key Terms • Adjusting the writing format from Proposal to Undergraduate Thesis	
2	10 / 02 / 2026	• Revisions to the Theoretical Review • Revisions to the research instrument	
3	16 / 04 / 2026	• Revisions to the Theoretical Review and Research Method • Revisions to the research instrument	
4	02 / 05 / 2026	• Revisions to the research title • Writing revisions to both Research Questions (RQs) • Revisions to the Theoretical Review and Research Method • Revisions to the contextual integration of the Qur'anic verse	
5	07 / 05 / 2026	• Revisions to the Theoretical Review • Revisions to the research instrument	
6	18 / 05 / 2026	• Requesting the research permit letter	
7	23 / 06 / 2026	• Revisions to the Definition of Key Terms • Revisions to the Theoretical Review • Revisions to the writing in the Research Method • Writing revisions to the Findings, Discussion, and Conclusion	
8	30 / 06 / 2026	• Approval	

CURRICULUM VITAE

1. Full Name : Rizkhi Faizal Akbar
2. SRN : 220101030835
3. Place and Date of Birth : Banjarmasin, July 29, 2004
4. Nationality : Indonesia
5. Address : Jl. Manarap Tengah, Kertak Hanyar, Banjar
6. Phone Number : 081545629517
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8. Organization/Work experience :
 - a. Volunteer at International Events 2022 as a member of the equipment division
 - b. Ikatan Keluarga Pondok Darul Hijrah (2023-2024) as the member of Student Resources Empowerment Division
 - c. Ikatan Keluarga Pondok Darul Hijrah (2024-2025) as the chief of Scientific Research Division
 - d. Volunteer at Borneo Marching Day 2026 as a member of the documentation division
9. Academic Achievement : -
10. Non-Academic Achievement : -
11. List of Scientific Works : -

Banjarmasin, 30 June 2026

Rizkhi Faizal Akbar