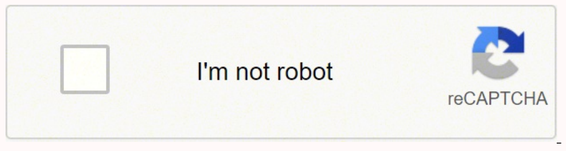

Open

Contoh one way anova manual

Learning Objectives :

1. Apa saja syarat-syarat pengolahan data chi-square
2. Bagaimana mengolah data pada scenario menggunakan chi-square

Pembahasan :

1. Uji Chi-square

Chi- quare adalah uji statistik yang umum digunakan untuk membandingkan data lapangan dengan data yang kita harapkan untuk memperoleh memurut hipotesis tertentu.

Uji hipotesis chi kuadrat banyak digunakan untuk dua tujuan, yaitu uji keselarasan fungsi dan uji table kontingensi. Uji keselarasan fungsi bertujuan untuk mengetahui apakah distribusi dari hasil-hasil yang teramati pada suatu percobaanterhadap sample mendukung suatu distribusi yang telah dihipotesiskan pada populasi. Uji table kontingensi sering juga disebut sebagai uji independensi, bertujuan untuk mengetahui apakah data terklasifikasikan silang secara independen atau tidak.

(Harinaldi, 2005)

Rumus:

$$x^2 = \sum_{i=1}^{k} \frac{(o_i - e_i)^2}{e_i}$$

Keterangan

x^2 = tetapan chi square

O_i = Frekuensi yang diamati

e_i = Frekuensi yang diharapkan

Syarat Uji Chi Square :

1. Data kuantitatif
2. Satu atau lebih kategori
3. Independen pengamatan
4. Sampel ukuran yang memadai (minimal 10)
5. Sampel acak sederhana
6. Data dalam bentuk frekuensi

RUMUS ONE WAY ANOVA

Sumber variasi	Jumlah Kuadrat (JK)	db	Rata-rata Kuadrat (RK)	F
Antar Kelompok	JK_A	$db_A = (k-1)$	$RK_A = JK_A/db_A$	$\frac{RK_A}{RK_D}$
Dalam Kelompok	JK_D	$db_D = db_T - db_A$	$RK_D = JK_D/db_D$	
Total	JK_T	$db_T = (N-1)$		

Contoh Soal:
Lakukan uji normalitas dari hasil pengumpulan data suatu sampel berikut :

2 3 4 2 4 3 5 4

5 5 6 6 6 5 5 9

6 6 8 8 8 8 9 9

Jawab :

Sajikan data tersebut dalam tabel dan urutkan, lalu hitung rerata (mean) dan simpangan baku seperti berikut :

Tabel Deskriptif

No	Y_i	fi	fiY_i	$(Y_i - Y)^2$	$F_i(Y_i - Y)^2$
1	2	2	4	13,4	26,9
2	3	2	6	7,1	14,2
3	4	3	12	2,8	8,3
4	5	5	25	0,4	2,2
5	6	5	30	0,1	0,6
6	8	4	32	5,4	21,8
7	9	3	27	11,1	33,3
Jumlah		**24**	**136**		**107,3**

Sehingga didapat, mean $= \bar{Y} = \frac{\Sigma fi \cdot Yi}{\Sigma fi} = 5,7$

simpangan baku $= s = \sqrt{\frac{\Sigma fi(Yi - Y)^2}{n-1}} = 2,2$

Selanjutnya, lakukan konversi setiap nilai mentah Y_i menjadi nilai baku Z_i, dan selanjutnya tentukan nilai Lo dengan langkah-langkah seperti tabel berikut :

BeratBadan	Metode
4,00	1,00
8,00	2,00
7,00	3,00
6,00	4,00
6,00	1,00
12,00	2,00
3,00	3,00
5,00	4,00
4,00	1,00
5,00	4,00

Contoh soal one way anova manual.

.recerapased o£Ãv sasioc sa euq acifingis euq o ,acitnªÃdi amrof ed maradum sasioc sa euq zev amU .kadit uata emas APIMPF id igoloiB dna ,akisiF ,aimiK ,akitametaM nasuruj kutnu saU akitametam roks atar-atar hakapa iuhategnem nigni atik nakiadnA :hotnoC .3 oledom o moc levÃtapmoc ©Ã setrap sa sabma ed tseT coH tsoP lebaT .C ttennuD a euq acifingis euq o ,etnahlemes ©Ã siev¡Ãirav sa ertne a§Ãnerefid A .naitileneP kutnu napareT akitsitatS noqruF ISI RATFAD 91 e g a P 81 .atar aob amu omoc adaredisnoc res edop o£Ãn euq esetopih amu omoc adaredisnoc res edop AVONA A .DKJR = AKJR e W SM = B SM omoc sadicehnoc o£Ãs ,ortem¢Ãid omsem o moc meviv euq saossep sad airoiam A .secnairaV fo ytienegomoH fo tseT alebat an adartnocne res edop ale ,saicnçÃirav ed edadienegomoh ed etset oa osseca met saossep sad airoiam a euq zev amU .amas aynsnairav halada AVONA iju irad ismusa utas awhab tagniid ulrep AVONA iju naketujnalem mulebeS 91 SSPS nagned naijugneP .)sebeb lebairav(lebairav etnednepedni aparebeb irad naigabmep nakapurem ipadahid gnay kopmolek aparebeB .kadit uata amas APIMPF id igoloiB dna ,akisiF ,aimiK ,akitametaM nasuruj kutnu saU akitetam roks atar hakapa iuhategnem nigni atiK :naiaseleyneP :igoloiB :akisiF :aimiK :akitametaM :tukireb iagabes halada uti igoloiB dna ,akisiF ,aimiK ,akitetam kopmolek kutnu akitetam rokS .tubesret rajaleb ledom amilek nakrasadreb lisah atar ankamreb gnay naadebrep ad halada naktadid gnay nalupumisek aggnihes ,oH ronem atik 50,0 = atayn farat adap naikimed nagneD .iridnes uti isnairav esil¡Ãna halitsI adap tapadret AVONA imahamem tapad kutnu icnuK 2 e g a P 1 .adebreb uti nasuruj tapmeek kutnu akitametaM SAU atar-atar naktadid gnay nalupumisek aggnihes ,oH ronem 50,0 = atayn farat adap naikimed nagneD Matematika Kimia Fisika Biologi Skor Peringkat Skor Peringkat Skor Peringkat Skor Peringkat Skor Peringkat 68 20, , , , , , P 1 = 202,5 P 2 = 86 P 3 = 88 P 4 = 88,5 n 1 = 9 n 2 = 7 n 3 = 6 n 4 = 8 N = K = 4 Sehingga dengan ( ) ( ), maka diperoleh: ( ) ( ) ( ) ( ) 17 P a g e 18 X 2 kritis pada dengan derajat kebebasan 3 adalah 7, Karena H hitung lebih besar dari X 2 kritis = 7,81473 maka hipotesis nol ditolak. Uji Scheffe berlaku pula untuk membandingkan kelompok yang banyak anggota perkelompoknya berbeda (Gay dalam Ruseffendi,1993:419). Ruseffendi, H. Uji Kruskal-Wallis Uji ini merupakan uji statistik untuk membedakan rata-rata dari tiga kelompok atau lebih, juga digunakan sebagai alternatif uji ANOVA bila datanya ditulis dalam bentuk peringkat dan untuk melihat apakah K buah sampel bebas yang diambil dari populasinya masing-masing datang dari populasi yang rata-ratanya sama. Jumlah kuadrat dalam kelompok (JKD) atau SS W, yaitu: SS W n i (Y) N k ij 2 j1 Yij j1 j1 ni 2 b. T Statiska Dasar untuk Penelitian Pendidikan. Pada dasarnya Anov dibagi menjadi dua kelompok besar, yaitu: 1. Atas dasar itu, kita dapat menentukan nilai kritis t s sebagai berikut: t s = (3-1) 6,36 t s = 3,57 Dari hasil perhitungan diatas ternyata hanya ada satu pasangan yang rata-ratanya berbeda signifikan, yaitu pasangan kelompok 1 dengan kelompok 3. Karena hasil uji ANOVA menunjukan adanya perbedaan yang bermakna, maka uji selanjutnya adalah melihat kelompok mana saja yang berbeda. 5) Untuk melihat diterima atau tiaknya hipotesis, dengan tahap keberartian yang diinginkan, H hitung dan X 2 kritis dibandingkan, jika H hitung lebih besar dari X 2 kritis maka hipotesis nol ditolak. Beberapa kelompok yang dihadapi merupakan pembagian dari satu independent variabel (variabel bebas). Secara simbolik, kesimpulan tersebut dapat juga ditulis 2. Artinya setelah ANOVA menolak hipotesis nol bahwa seluruh kelompok berasal dari populasi yang sama, persoalan berikutnya kelompok kelompok mana yang memiliki rata-rata yang berbeda dengan kelompok lain. Nilai t untuk kedua pasangan 13 P a g e 14 lainnya ternyata lebih kecil daripada nilai kritisnya, sehinggga hipotesis nol yang bersangkutan tidak dapat ditolak. Untuk dapat melaksanakan maksud ini, kita memiliki tiga perangkat skor motivasi belajar siswa, yaitu skor motivasi belajar yang tergolong miskin, menengah, dan kaya yang diandaikan reratanya berturut-turut Tujuan kita yaitu ingin menguji perbedaan rata-rata pada tahap probabilitas (keberartian) tertentu. Dari sini kita memiliki dua ukuran statistik, yaitu MS B atau RJKA dan MS W atau RJKD (ratarata variansi sampel), yang masing-masing merupakan penaksir yang tidak bias bagi variansi populasi. UJI ANOVA SATU ARAH Jika kita mempunyai dua rata-rata dari populasi yang sedang dikaji, maka pengujian hipotesis dapat menggunakan distribusi normal (Z) dan distribusi student (t), baik pengujian rata-rata (satu ratarata dan beda dua rata-rata) ataupun pengujian proporsi (satu proporsi dan beda dua proporsi). Contoh : Pengaruh tiga model pelatihan AMT (Achievement Motivation Training) terhadap motivasi belajar siswa. Hipotesis yang diuji pada uji lanjutan ANOVA hakekatnya sama dengan uji dua kelompok, yakni : Ho: 0 VS H : 0 i j a i j Jika kelompok yang dibandingkan pada ANOVA ada 3, maka banyaknya pasangan hipotesis yang diuji ada 3 buah. Kriteria pengujian : Ho diterima apabila F hitung 2,87 Ho di tolak apabila F hitung > 2,87 4. Jika kita melakukan tiga kali uji-t secara independent, maka peluang untuk tidak tidak terlibat kekeliruan tipe I atas seluruh keputusan yang dilakukan adalah (0,95) 3 = 0,8574 atau sekitar 86%. Pengujian hipotesis beda tiga rata-rata atau lebih dengan teknik ANOVA dapat dibedakan atas tiga jenis, yaitu pengujian ANOVA satu arah, ANOVA dua arah tanpa interaksi, dan ANOVA dua arah dengan interaksi. Dengan kata lain, ANOVA itu dipergunakan untuk melihat apakah ada perbedaan Two fruits mother © days or more that may arise from just one sample selection error. For type I opportunities with study errors to be about 14% and not 5% as expected. The real value table (a) and F of F: a = 5% = 0.05 with V 1 = 5-1 = 4 v 2 = 5 (5-1) = 20 f 0.05 (4; 20) = 2.87 3. Hypothism formula Ho = u 1 = Ã¯Â¿Â½ 2 = Ã¯Â¿Â½3 = Ã¯Â¿Â½ 4 = Ã¯Â¿Â½ 5 h 1 = at least hÃ¡ two mÃ¡ © dias mÃ © days 2. Between groups within the total groups of the table above in the GIS column. For example, gender variables consist of only two categories (male and female). If the number of subjects between the groups is equally large (the hypothesis zero above is © the following: As for the third test 1) to test the three zero hypotheses, the SCHEFFE test formula can be simplified in the following: com: C Ã © a contrast value (The difference between the © day compared), Ã © a mÃ © day squared in group in table ANOVA, n Ã © the sample size (number of subjects). Make an analysis of its variation in the form of table ANOVA Variance of source The number of free square degrees © dios mÃ © square dia for groups (between) SS B K-1 in SS Group WK (N-1) (inside) Total Total SS T NK -1 for samples of size (n) are as many as many, then: ss w = ss t ss b with: k = column n = row while for samples n different (not so much), then: a source of variation the number of square degrees of hand © dia mÃ © square day n count between groups (between) SS B K-1 in group (within) SS W NK Total SS T N-1 SS T SS B SS W = SS T SS B 4 P Age 5 To determine The price - necessary in ANOVA Good for the number of the data sample (n) The same sample or different also © m pode usar a fÃ³rmula bellow. R. B. > 0.05, then the ANOVA test is © read to test this relationship. Thus, at the real level = 0.01, we reject ho, so the conclusions obtained are differences which means that it meant © day Students study based on the three learning models. One. From the homogeneity test, resulting that the third variant of the model is © the same, the advanced test (post hoc test) used in this study was used to evaluate © the Scheffe test. obtained p (p-value) = 0,033. On this occasion, the discussion of the material will focus more on the unidirectional ANOVA test. 10 P Age 2) Then the T-value obtained compared to the critical value for the SCHEFFE test (TS) specified as follows: 11 with: k Ã © the number of groups (categories) in ANOVA, is © the value of the distribution f at the confidence level with the degree of freedom of the number and the degree of freedom of the denominator. However, if f count > F critical, then Ho is © rejected means that there is a very different value with the value mÃ¡ © the sample. In general, the number of hypotheses tested in the continuous ANOVA test is © K C 2, with K indicating the number of groups in ANOVA. Advanced test table (post hoc test) above shows that the group shows a difference in the results mÃ§a © student learning dios (marked with a star sign "*" on the hand © day 8 p from 9 years old) Ã © between model B and model C, model B with model D and model D with model E A difference © day Ã © significant at the level of 0.05. Analysis of variance: n = 5 k = 5 n 1 = 5 n 2 = 5 n 3 = 5 n 4 = 5 n 5 = 5 n = 25 t 1 = 26 t 2 = 39 t 3 = 20 t 4 = 14 t 5 = 33. < 0.05. Scheffe Test Scheffe developed by Shceffe to see the difference in two pairs in pairs (1 vs 2, 1 vs 3 and 2 vs 3) and the difference between a combination of a complex mA ©dia (such as [1 + 2] / 2 vs 3) (Furqon, 2011: 213). Therefore, the zero hip³thesis that the day of these two populations is µ rejected. = U k h 1 = Not all populations µs not the same (mÃ© dia) mÃ© dia 2. The new test was a direÃ© a test of different hip³theses mÃ© days or more influential factors (free). The way up appears ³, only the use of the t-test repeatedly can plunge researchers through ©s of an increased risk of type I error (rejecting the correct hip³thesis) that is uncontrolled (Furqon, 2011: 199), in other words, it will expand the Type I error type (this is noisy. 3) To see the acceptability or absence of a zero hip³thesis, with the desired hist³rich status, the value of T in comparison with the TS (crValue for the Scheffe test), if it is greater than the TS The zero hip³thesis is rejected. ³To see if there are differences in student mating learning outcomes using the five models, we see the table ANOVA below: Results _bajar_matematics ANOVA Sum of squares DF Square F Sig. 1. By: v 1 = k-1 and v 2 = k (n-1) and f a (v1; v2) = determine the criteria for testing Ho© accepted if f count f a (v1; v2) 3 P Age HO Reject if f calculates > f a (v1; v2) 4 4. This research aims to test statistical hip³thesis as follows: For example, researchers sealing that hip³thesis zero will be tested at the 99% confidence level Or after taking samples ³ 18 people from population sources, the researchers randomly divided the sample into three groups so that each group consisted of six people to receive one of the AMT models (model 1, model 2 and model 3) at the end of the experiment, researchers tajared nad gnalibmep nasabebek tajared nagneD: tukireb iagabes effehcS iju sumur nagned nakgnidnabid gnay atar-atar irad F ialin nakutneneM) 1: halada effehcS iju nagned adebreb aynkopmolek ratna kejbus halmuj alibapa aynatar-atar nakgnidnabmem kutnu 01 ega P 9 sata id sisetopih naijugneb hakgnal nupada aggniheS .rehsiF .AVONA nagned itnagid aynnaijugnep akam, atar-atar haub aud naadebrep aynada tahilem kutnu gnalureb araces t-iju nagned sisetopih naijugneb adap I epit naurilekek gnaulep aynrasеb padahret naraggnalep isneukesnok nasalejkaditek anerak helO .63,6 halada) tubeynep (51 nad) GnalibMep (2 nasabebeek tajared nagned sitirk f ilin akam,) (% 99 nanikayek takgnit adap ijuid kadneh uti nagnasap paites atar-atar naadebrep. , 3 =] 6 /) 46,01 (2 [24] 6 /) 46,01 (2 [6] 6 /) 46,01 (2 [24] 6 /) 46,01 (2 [24] 6 /) 46,01 (2 [24] 6 /). t ilin, naikimed nagned 05,6 = 33,52 38,13 =) 3 sv 2 (3 c 71,7 = 33,52,23 =) 3 sv 1 (2 c7 6,0 = 38,13 05,23 =) 2 sv 1 (1 c: tukireb eagabes halada nagnasap paites kutnu sartnok ilin, uti rasad sata 33,52 = 3 kopmolk 38,13 = 2 kopmolek 05,23 = 1 kopmolek: Utia, Nakgnidnabid kadneh gnay kopmolek paites atar-atar alup iuhatkid, uti niales, Latot 46,01 76, komolek malad 48,8 60,49, kopmolek, tukireb 2.1 lebat itrepes mukgnarid tapad AVONA irad helorepid gnay kitsitats launam araces gnutihid alibapA: naiaseleyneP 31 OPMEK-OTNAWOS 91 SSPS nagned sisilana ipakgnelid nad launam nagned AVONA yaW-enO naijugneP ega P 21 21 ega P 11) 49.h, 5891 (hsurB nad Ydennek irad Isatpadaid ini atad takgnarep) * 74,9 33,52 77,11 38,13,52 77,11 38,13,52 77,1138, Id 1.1 Lebat ITrepes Atad Helorepid Aggnihes Lepmas Hurules Rajaleeb Isavitom Narukugnep denominator. In ANOVA, the variation between groups is an average time frame of squares in the group (RJKD) or an average day of squares within groups (MS W) and µes between groups are the time frame of the nAverage duration of quadrants between groups (RJKA) or mÃ© day of squares between groups (MS B). If f count is greater than F crÃtico, the zero hip³thesis will be rejected. That means the morning of the morning for the four departments is just right. 2) To see the acceptability or absence of a zero hip³ ³thesis, with the desired historical status, the value of the F accounts compared to FrÃtico with the degree of freedom. Lower Bound Upper Bound 14P A G 15 Scheffe Model 1 Model Model Model Model Model 3 Model Dunnett C Model 1 Model Model Model Model Model Model Model Model Model Model Model Model Model Model Model Model Model Model Model *. Obtained P-Valor = 0.001. This research is intended to test the statistical hip³thesis as follows: H: H: To test the hip³thesis above, we will use the non-stop test ©trico, because the first size of the sample We are small and second we cannot show that the distribution of the parents was 16 PA g and 17 normal. To determine which advanced test is used, we then see Table 7 p to g 8 µ homogeneity test. The hip³theses that will be tested with the Kruskal-Wallis test are H: K Fruit population Is sampled, the fixed rate is the same. Dependent variable: Multiple morning learning outcomes One day at 95% confidence interval (i) model (J) model (I-J) DST. A significant difference in the level of 0.01. Conclusion on a noisy stage with a degree of freedom of 4 x 20 (0.95 F 4.20) because f count = 6.90 A© greater than F chrÃtico, then Ho M© rejected. As the results of the ANOVA test show a significant difference, then ³ test You should see which groups are different. Number of squares between groups (JKA) or SS B, namely: SS B K J1 Ni Ni 2 2 Yij Yij I1 I1) () N n j c. Make conclusions HO is accepted or rejected by comparing the 4 steps with the test criteria in Step 3. Bandung: Alfabeta. For example, if we want to do a number of tests with a confidence level of 95% with each one, we will face the problem that the chance for the risk of type I errors in the overall study is greater than 0.05. B. 4) If NK is a larger sample size of 5. Example: Suppose the math learning outcomes of students studying with 5 different learning models A, B, C, D and E are as follows: Learning Model ABCDE The number of P Age 6 tests with a 5% true level, if the student math learning outcomes in each group are not different! Settlement: 1. 19 p E. 2. 2. Formally, the hypothesis can be written as follows: OO 2 p years 3 in testing the zero hypothesis, the ANOVA compared the between-group variance (MS B) with an within-group variance (MS W), i.e. if the value of the f-count is critical, Ho is accepted, the significance of the two variations is the same, the fully analyzed samples come from the same population, so we have no basis for rejecting the zero hypothesis. This condition is often referred to as a single-factor experiment (one-piece analysis of variance). Dependent variable: motivation_nuncement_siswa Multiple comparisons (i) (j) mean 99% confidence interval Model_pem model_pemb self-learning difference (I-J) DST. Gig error. ANOVA is used to test the mean number of populations by comparing their variation. As an illustration, for example, we want to know if there are differences in motivational learning of mathematical students from families with low (poor), medium and high (rich) economic levels. From the homogeneity test resulting in all five model variants being the same, then the advanced test (post hoc test) It is the Scheffe test. The unidirectional ANOVA test measurements are as follows: 1. After the data is re-regards and perigkat is calculated, and the punctuation ranking per group is added, the results are the following. This condition is often called two factors (two-way variation analysis). The total number of squares (JKT) or SS T, namely: SS T N J1 Y N (YIJ) N 2 I1 IJ 2 5. 1 ANÁLISE OF VARIANS (ANOVA) A. A. Bandung: Dikti. The first is the variation between groups, namely the variation of an error. ç. The second is the variation between groups, which is a variance caused by treatment. But in this article, it will only be introduced in relation to the Scheffe test and the Kruskal-Wallis test. Testing with SPSS 19 Before continuing with more tests (pale test), see if there are differences in student learning motivation using three models, we see the table ANOVA below: motivation O_NEcing_SISWA ANOVA Sum Sum Square F Sig. ANOVA can be understood as an extension of the t-test that its use is not limited to testing the difference between the two-day population, but can also test the difference A in the three-day population or more than one once. From the Variações Homegeneaity Test Test Below: Homogeneity Testing of Levene Matematics Matemistry Learning Results DF1 DF2 SIG may be seen that the test results indicate that the fifth variance in the group is © the same (value p = 0.810) because of the GIS value. The concept that underlying the ANOVA is the total variant of the values (scores) can be placed on two sources. Because of GIS. Symbolically, the conclusion can be written as follows:. To determine which groups are different, we use advanced tests (post hoc test). C. Determines the real level (a), together with a critical level of the real level (±) is determined by the degree of numerator (V 1) and the degree of denominator (V 2). For A hipÃ³thesis Ã © diferente da mÃ © day or more, as explained above, the F distribution is © used with tÃ © cnica ANOVA. 1 The test test with the Kruskal-Wallis test Ã © the following: 1) The scores were collected according to the group of samples each, 2) later, the scores were classified from Rank 1 for the lowest score, classified 2 for the second second number of second scores, and so on to classify n for the highest score, 15 p 16 3) Ranking for each sample group was added and given a note PK, with K = 1.2 ,, K. Thus, the results obtained by the method were © learning days of student mathematics are not the same for the five learning models. obtained p (p-value) = 0.003. = 132 SS T =, 04 SS B = SS W = 137.04 79.44 = 57.6 ANOVA Table Source Varians SS DF MS F Hitung 79, 86 (between) 6.90 Inter-groups in Groups (Within) 57, 6 20 of 137, 88 p 7 years 5. For this person, we will have a random math score of the four largest. To answer this problem, many so © techniques have been developed. Basic knowledge on ANOVA analysis of variance (ANOVA) or analysis of variance (ANAVA) is © uma tÃ © statistical technique developed and introduced first by you. For each sample, the H statistics are: () () () near the distribution of X 2 with degrees of freedom (K-1). Determine the hypothesis formula H 0 = Î¼ 1 = Ã¯Â¿Â½ 2 = Ã¯Â¿Â½ Ã¯Â¿Â½ Ã¯Â¿Â½ lower limit upper limit scheffe model a model b model c model d model e model b model a model c * model d * model e model model Model B * model D Model A * Model C Model E Model A Model B Model C Model D *. ANOVA Advanced Test (post hoc test) ANOVA as we know just see if there is no difference hand © day, do not know which hand © days are significantly different. If the test results show the same variant, the advanced test used is © Scheffe.

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