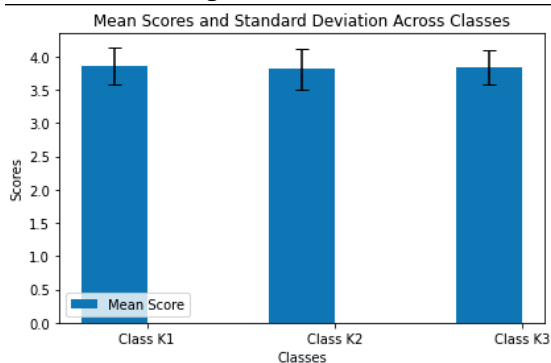




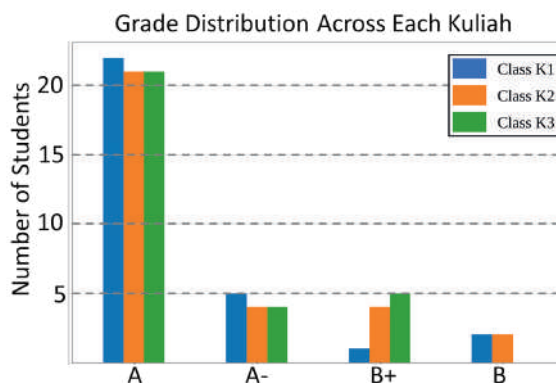
	Tutorial Class											
Grade	K1T1A	K1T1B	K1T2A	K1T2B	K2T3A	K2T3B	K2T4A	K2T4B	K3T5A	K3T5B	K3T6A	K3T6B
A-	6	6	6	4	4	5	6	7	4	7	4	6
A	0	1	2	2	2	1	1	0	1	1	2	0
B+	1	0	0	0	1	1	1	1	3	0	1	1
B	0	1	0	1	0	1	1	0	0	0	0	0

Basic Analysis:

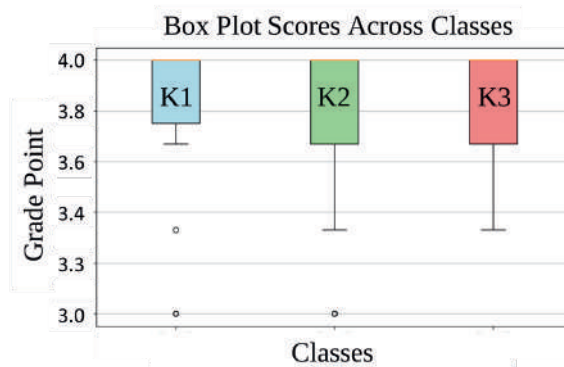


Kuliah	Mean	Standard Deviation	Max	Min
K1	3.86	0.28	4.0	3.00
K2	3.81	0.31	4.0	3.00
K3	3.84	0.26	4.0	3.33

Grade Distribution



Box & Whisker



KRUSKAL-WALLIS

Kruskal-Wallis H test results:

H = 0.26; p-value = 0.8784.

There is not enough evidence to reject the null hypothesis. There is not enough evidence to suggest a difference in the distributions of the groups.

ANOVA

One-way ANOVA results:

F = 0.19; p-value = 0.8277

There is not enough evidence to reject the null hypothesis. There is not enough evidence to conclude that there are significant differences in mean scores among the classes.

Since the medians are all similar, it suggests consistent performance across classes.

Differences in the interquartile ranges (IQRs) and ranges indicate variability in student scores, and the presence of outliers indicate students who performed significantly differently from their peers.

Pearson Correlation Coefficient

	BIOLOGY	CHEMISTRY	PHYSICS
BIOLOGY	1.00	0.86	0.88
CHEMISTRY	0.86	1.00	0.88
PHYSICS	0.88	0.88	1.00

Strong correlation between Physics and Biology (0.88), as well as between Physics and Chemistry (0.88) suggest that students who perform well in one of these subjects tend to perform well in the others as well.

Conclusion:

The data above shows that all the Physics classes taught are pedagogically consistent, resulting in an insignificant difference in mean scores. Outliers (poor performers) indicates a lack of common skill set, a problem requiring a robust assessment for diagnostic and a holistic support to overcome.