

BAB V

PENUTUP

Bab ini membahas hasil penelitian, termasuk kesimpulan yang didapat pada penelitian, implikasi manajerial yang berupa saran dan masukan bagi perusahaan, keterbatasan peneliti pada penelitian ini dan memberikan saran untuk penelitian selanjutnya.

5.1 Kesimpulan

Berdasarkan hasil dari penelitian yang telah dilakukan, maka peneliti kemudian mengambil kesimpulan sebagai berikut:

1. Hasil dari penelitian menunjukkan bahwa sikap perilaku hemat energi terbukti memiliki pengaruh yang signifikan terhadap niat konsumen untuk berperilaku hemat energi. Hal ini menggambarkan bahwa apabila konsumen memiliki pandangan yang positif dan keyakinan yang kuat terhadap manfaat dari penggunaan Wuling Air EV, seperti efisiensi energi, pengurangan emisi karbon, dan kontribusi terhadap kelestarian lingkungan maka mereka cenderung memiliki niat yang lebih tinggi untuk menerapkan kebiasaan hemat energi dalam kehidupan sehari-hari dengan menggunakan Wuling Air EV.
2. Hasil dari penelitian menunjukkan bahwa norma subjektif terbukti tidak memiliki pengaruh yang signifikan terhadap niat perilaku yang merujuk pada persepsi individu terhadap ekspektasi atau tekanan sosial dari lingkungan sekitar seperti keluarga, teman, maupun masyarakat luas yang

tidak memberikan pengaruh secara signifikan terhadap niat konsumen untuk berperilaku hemat energi. Temuan ini mengindikasikan bahwa keputusan individu dalam mengadopsi perilaku hemat energi, seperti penggunaan Wuling Air EV, lebih banyak dipengaruhi oleh faktor-faktor internal seperti sikap konsumen dan persepsi kontrol perilaku, daripada dorongan atau persetujuan sosial dari orang lain.

3. Hasil dari penelitian menunjukkan bahwa persepsi kontrol perilaku memiliki pengaruh yang signifikan terhadap niat individu untuk berperilaku hemat energi. Temuan ini mencerminkan bahwa ketika konsumen merasa memiliki kemampuan, kemudahan, serta kendali yang cukup dalam mengakses dan menggunakan kendaraan listrik seperti Wuling Air EV, misalnya dalam hal pengoperasian, pengisian daya, serta perawatan kendaraan, maka hal tersebut akan mendorong terbentuknya niat yang lebih kuat untuk menjalani gaya hidup yang mendukung penghematan energi. Demikian juga dengan adanya keyakinan konsumen yang tinggi, maka tingkat keyakinan konsumen terhadap kemampuannya untuk mengatasi potensi hambatan semakin besar, begitu pula dengan kecenderungan konsumen untuk berniat menerapkan perilaku hemat energi dalam kehidupan sehari-hari dengan menggunakan Wuling Air EV.
4. Hasil dari penelitian ini menunjukkan bahwa persepsi kontrol perilaku tidak hanya mempengaruhi niat perilaku, tetapi juga memberikan pengaruh langsung terhadap perilaku hemat energi yang dilakukan oleh konsumen. Artinya, ketika individu merasa mampu mengendalikan dan mengatasi

berbagai faktor yang berkaitan dengan penggunaan Wuling Air EV, seperti ketersediaan infrastruktur pengisian daya, kemudahan operasional, serta efisiensi biaya, maka keyakinan tersebut secara langsung mendorong konsumen untuk menerapkan perilaku nyata dalam upaya penghematan energi dengan menggunakan Wuling Air EV.

5. Hasil dari penelitian ini menunjukkan bahwa niat perilaku memiliki pengaruh yang signifikan terhadap perilaku hemat energi. Hal ini menunjukkan bahwa ketika konsumen memiliki niat yang kuat untuk berperilaku hemat energi yang tercermin dari komitmen mental, kesadaran, serta keinginan untuk bertindak, maka konsumen tersebut cenderung akan merealisasikan niat tersebut dalam bentuk tindakan nyata. Demikian juga dengan niat yang tidak hanya menjadi indikator dari kecenderungan perilaku, tetapi juga berperan sebagai pendorong utama yang menjembatani motivasi internal dengan perilaku konkret, seperti penggunaan Wuling Air EV secara bijak, penghematan daya, serta pengurangan emisi. Semakin tinggi intensi seseorang untuk menghemat energi, maka semakin besar pula peluang terjadinya perilaku hemat energi secara konsisten dalam kehidupan sehari-hari dengan menggunakan Wuling Air EV.
6. Hasil dari penelitian ini menunjukkan bahwa niat perilaku memainkan peran sebagai mediator yang signifikan dalam hubungan antara persepsi kontrol perilaku terhadap perilaku hemat energi. Penemuan ini mengindikasikan bahwa persepsi individu terhadap kemampuannya dalam mengendalikan atau memfasilitasi perilaku hemat energi, seperti kemudahan menggunakan

Wuling Air EV tidak hanya berdampak langsung terhadap tindakan nyata, tetapi juga membentuk niat yang kuat untuk bertindak terlebih dahulu. Semakin besar keyakinan konsumen terhadap kemampuan dan kendali atas dirinya, maka akan semakin tinggi pula niat yang terbentuk untuk mengadopsi gaya hidup hemat energi, dan pada akhirnya niat tersebut akan mendorong terwujudnya perilaku aktual. Hal ini menegaskan bahwa niat perilaku merupakan jalur psikologis penting yang menjembatani persepsi kontrol perilaku dengan tindakan nyata dalam konteks perilaku hemat energi.

7. Hasil dari penelitian ini juga menunjukkan bahwa pengaruh langsung dari persepsi kontrol perilaku terhadap niat perilaku, serta pengaruh langsung dari niat perilaku terhadap perilaku hemat energi, dan pengaruh langsung dari persepsi kontrol perilaku terhadap perilaku hemat energi memiliki nilai yang lebih tinggi dibandingkan pengaruh tidak langsung melalui mediasi. Hasil ini mempertegas bahwa dalam konteks perilaku ramah lingkungan, khususnya penggunaan kendaraan listrik, efektivitas persepsi kontrol perilaku dan niat sebagai prediktor langsung terhadap tindakan jauh lebih nyata. Strategi komunikasi pemasaran dan edukasi konsumen sebaiknya menekankan peningkatan persepsi kontrol perilaku dan dorongan niat agar individu segera berperilaku, bukan sekadar niat.

5.2 Implikasi Manajerial

Berdasarkan hasil penelitian yang telah dilakukan, terdapat beberapa implikasi manajerial yang dapat diberikan peneliti yaitu sebagai berikut:

1. Berdasarkan hasil pengujian hipotesis pertama, sikap terhadap perilaku hemat energi terbukti memiliki pengaruh yang signifikan terhadap niat berperilaku hemat energi. Hal ini dapat menjadi perhatian kepada pihak manajemen Wuling yang harus merancang kampanye komunikasi yang menanamkan keyakinan sikap positif terhadap mobil listrik. Kampanye ini harus menampilkan manfaat jangka panjang seperti penghematan biaya energi dan kontribusi terhadap pengurangan emisi karbon, serta testimoni pelanggan yang puas, bangga, dan nyaman karena telah memilih Wuling Air EV.
2. Berdasarkan hasil pengujian hipotesis kedua, norma subjektif terbukti tidak memiliki pengaruh yang signifikan terhadap niat berperilaku hemat energi. Hal ini dapat menjadi perhatian kepada pihak manajemen Wuling untuk melakukan promosi bisnis yang dapat mempengaruhi pengaruh sosial dengan cara menggunakan testimoni kepada *influencer* untuk mengendarai Wuling Air EV, agar menciptakan pengaruh sosial terhadap konsumen konsumen yang memiliki niat berperilaku hemat energi, dan testimoni secara langsung (*test drive*), sehingga konsumen dapat merasakan manfaat nyata dari penggunaan Wuling Air EV. Selain itu, perusahaan Wuling dapat mengembangkan teknologi AC yang lebih efisien atau mode hemat AC yang dapat di aktifkan oleh pengguna Wuling Air EV agar menghemat daya

baterai listrik, sehingga konsumen juga merasa nyaman dengan adanya AC selama perjalanan, dan juga menghemat baterai dengan adanya mode AC tersebut.

3. Berdasarkan hasil pengujian hipotesis ketiga, persepsi kontrol perilaku terbukti memiliki pengaruh signifikan terhadap niat berperilaku hemat energi. Hal ini dapat menjadi perhatian manajemen Wuling yang harus meningkatkan kepercayaan diri konsumen dalam menggunakan Wuling Air EV dengan memberikan edukasi terus menerus melalui brosur, video, dan webinar tentang cara penggunaan fitur-fitur yang hemat energi dan meningkatkan ketersediaan fasilitas pendukung seperti pusat servis, stasiun pengisian daya, dan bantuan teknis yang mudah diakses.
4. Berdasarkan hasil pengujian hipotesis empat, persepsi kontrol perilaku terbukti memiliki pengaruh langsung terhadap konsumen yang berperilaku hemat energi. Hal ini dapat menjadi perhatian manajemen Wuling untuk melakukan peningkatan kemudahan dan fasilitas operasional bagi pengguna Wuling Air EV agar niat tersebut menjadi kenyataan, peningkatan kemudahan dan fasilitas operasional Wuling Air EV harus menjadi prioritas utama. Ini dapat dicapai dengan memberikan pelatihan atau instruksi singkat tentang fitur pengemudian hijau yang membuat pelanggan percaya bahwa mereka dapat terus menggunakan kendaraan mereka dengan cara yang hemat energi.
5. Berdasarkan hasil pengujian hipotesis kelima, niat berperilaku terbukti memiliki pengaruh langsung terhadap konsumen yang berperilaku hemat

energi. Hal ini dapat menjadi perhatian manajemen Wuling untuk terus meningkatkan komitmen mereka terhadap konsumen Wuling Air EV setelah pembelian, misalnya dengan memberikan pengingat berkala melalui aplikasi tentang cara menghemat energi, dan mengadakan program loyalitas atau penghargaan untuk orang yang menghemat energi secara konsisten dalam kehidupan sehari-hari.

6. Berdasarkan hasil pengujian hipotesis keenam, niat berperilaku terbukti memiliki pengaruh sebagai mediator yang signifikan dalam memediasi hubungan antara persepsi kontrol perilaku terhadap perilaku hemat energi. Hal ini dapat menjadi perhatian manajemen Wuling untuk harus menyadari bahwa, meskipun seorang individu merasa mampu, tindakan hemat energi tetap akan terjadi dengan niat. Karena itu, penting bagi perusahaan untuk berkomunikasi dengan pelanggan mereka untuk memiliki tujuan dan tekad jelas dalam menggunakan Wuling Air EV. Selain itu, perusahaan harus memberikan insentif untuk tujuan berkelanjutan, seperti tantangan bulanan untuk menghemat energi.

5.3 Keterbatasan Penelitian

Masih ditemukan beberapa keterbatasan dalam penelitian ini, yaitu sebagai berikut:

1. Penelitian ini tidak spesifik menggunakan salah satu daerah di Indonesia melainkan menggunakan semua daerah di Indonesia. Hal ini dapat memberikan kesulitan terhadap peneliti untuk mengumpulkan data di semua

daerah dengan seimbang. Data yang dikumpulkan pada penelitian ini dilakukan sebagian besar dilakukan secara *offline* di kota Jakarta, Bandung, Yogyakarta, dan Pontianak. Keempat kota ini mendominasi data dalam penelitian ini, sehingga tidak sepenuhnya mewakili populasi di Indonesia secara nasional. Adapun secara *online* dengan menggunakan bantuan grup komunitas Wuling Air EV, sehingga hasil data yang didapat kurang baik untuk penelitian ini.

2. Fokus hanya pada satu merek dan model kendaraan listrik, yaitu Wuling Air EV, yang membatasi generalisasi hasil untuk kendaraan listrik lain atau jenis merek-merek kendaraan listrik lainnya.
3. Penelitian ini menghadapi keterbatasan karena terdapat ketidakselarasan antara topik penelitian, objek yang dianalisis, dan jurnal acuan yang digunakan pada penelitian ini, sehingga kajian tidak sepenuhnya mencerminkan pendekatan yang diusung oleh jurnal acuan.
4. Penelitian ini menggunakan dua pertanyaan filter yang hanya mencakup responden pengguna Wuling Air EV, tanpa mempertimbangkan konteks penggunaan seperti sumber energi dan praktik pengisian daya yang menjadi indikator penting dalam mengevaluasi seberapa ramah lingkungan pengalaman tersebut.
5. Penelitian ini memiliki responden dengan mayoritas belum berkeluarga, sehingga aspek pengalaman dan persepsi yang dipengaruhi oleh tanggung jawab rumah tangga tidak terwakili dengan maksimal.

6. Metode penyebaran *offline* dalam penelitian ini rentan terhadap bias pemilihan dan partisipasi sukarela. Kelompok responden mungkin mencerminkan individu yang lebih peduli terhadap isu lingkungan atau ramah lingkungan.
7. Penelitian ini belum secara spesifik mempertimbangkan variabel *benefit* ekonomis yang signifikan, seperti rendahnya pajak kendaraan bermotor, yang mungkin menjadi pendorong kuat bagi konsumen dalam memutuskan pembelian Wuling Air EV.

5.4 Saran Penelitian Selanjutnya

Berdasarkan keterbatasan penelitian yang terdapat dalam penelitian ini, peneliti memberikan saran yang berguna untuk memperbaiki penelitian dimasa yang akan datang yaitu sebagai berikut:

1. Penelitian selanjutnya diharapkan menggunakan satu daerah saja di Indonesia agar tidak susah mencari responden secara *offline* maupun *online*, sehingga hasil data dapat digunakan secara maksimal.
2. Penelitian selanjutnya diharapkan menggunakan satu merek kendaraan listrik tertentu agar bisa mendapatkan model kendaraan listrik yang bervariasi, sehingga hasil data yang didapat bisa digunakan secara maksimal.
3. Penelitian selanjutnya diharapkan mempersempit fokus topik agar secara eksplisit selaras dengan objek kajian yang dianalisis dalam jurnal acuan.

4. Penelitian selanjutnya diharapkan untuk mengganti pertanyaan filter kedua yang menyebutkan "Apakah Anda pernah menggunakan Wuling Air EV?" diganti dengan "Apakah Anda sudah berkeluarga?", agar responden lebih seimbang antara menggunakan Wuling Air EV secara pribadi atau individu dan penggunaannya untuk keluarga. Sehingga penggunaan Wuling Air EV dapat berdampak pada perilaku ramah lingkungan secara keseluruhan.
5. Penelitian selanjutnya juga harus mencakup responden yang sudah berkeluarga (sudah menikah) dengan cara mengajukan pertanyaan filter "Apakah Anda sudah berkeluarga?". Agar penelitian berfokus kepada perilaku ramah lingkungan secara keseluruhan tidak pada individu saja.
6. Penelitian selanjutnya disarankan menggunakan metode penyebaran *offline*, sehingga mendapatkan responden yang sesuai dengan kriteria penelitian, agar tidak menimbulkan bias terhadap pemilihan responden yang tidak melakukan ramah lingkungan (sekedar mengendarai, tidak memiliki Wuling Air EV).
7. Penelitian selanjutnya disarankan untuk mengintegrasikan variabel *benefit* ekonomis ini untuk memberikan pemahaman yang lebih komprehensif mengenai niat perilaku konsumen dalam pembelian Wuling Air EV.

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LAMPIRAN

Lampiran 1: Kuesioner Penelitian

A. Pertanyaan Filter

1. Apakah Anda mempunyai Wuling Air EV?
2. Apakah Anda pernah menggunakan Wuling Air EV?

B. Profil Responden

1. Jenis Kelamin
 - Laki-Laki
 - Perempuan
2. Usia
 - < 18 Tahun
 - 18 - 22 Tahun
 - 23 - 27 Tahun
 - 28 - 32 Tahun
 - > 32 Tahun
3. Pendidikan Terakhir
 - SMA / SMK
 - D1 / D2 / D3 / D4
 - S1
 - S2
 - S3
4. Profesi
 - Mahasiswa
 - Pegawai Negeri Sipil (PNS)
 - Pegawai Swasta
 - Wirausaha
 - Lainnya
5. Rata-Rata Pendapatan (perbulan)
 - < Rp 5.000.000
 - Rp 5.000.000 - Rp 10.000.000

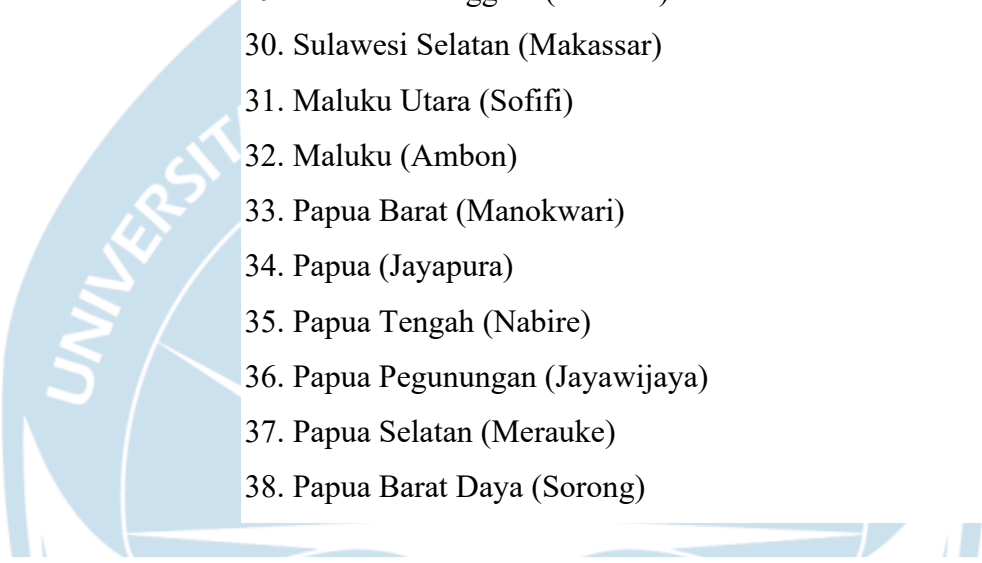
- Rp 10.000.001 - Rp 15.000.000
- > Rp 15.000.000

6. Rata-Rata Pengeluaran (perbulan)

- < Rp 5.000.000
- Rp 5.000.000 - Rp 10.000.000
- Rp 10.000.001 - Rp 15.000.000
- > Rp 15.000.000

7. Domisili

1. Nanggroe Aceh Darussalam (Banda Aceh)
2. Sumatera Utara (Medan)
3. Sumatera Selatan (Palembang)
4. Sumatera Barat (Padang)
5. Bengkulu (Bengkulu)
6. Riau (Pekanbaru)
7. Kepulauan Riau (Tanjung Pinang)
8. Jambi (Jambi)
9. Lampung (Bandar Lampung)
10. Bangka Belitung (Pangkal Pinang)
11. Kalimantan Barat (Pontianak)
12. Kalimantan Timur (Samarinda)
13. Kalimantan Selatan (Banjarbaru)
14. Kalimantan Tengah (Palangkaraya)
15. Kalimantan Utara (Tanjung Selor)
16. Banten (Serang)
17. DKI Jakarta (Jakarta)
18. Jawa Barat (Bandung)
19. Jawa Tengah (Semarang)
20. Daerah Istimewa Yogyakarta (Yogyakarta)
21. Jawa Timur (Surabaya)
22. Bali (Denpasar)
23. Nusa Tenggara Timur (Kupang)

- 
- A large, light blue watermark logo of a university is positioned on the left side of the page. It features a stylized circular emblem with the word "UNIVERSITAS" written in a curved path around it.
24. Nusa Tenggara Barat (Mataram)
 25. Gorontalo (Gorontalo)
 26. Sulawesi Barat (Mamuju)
 27. Sulawesi Tengah (Palu)
 28. Sulawesi Utara (Manado)
 29. Sulawesi Tenggara (Kendari)
 30. Sulawesi Selatan (Makassar)
 31. Maluku Utara (Sofifi)
 32. Maluku (Ambon)
 33. Papua Barat (Manokwari)
 34. Papua (Jayapura)
 35. Papua Tengah (Nabire)
 36. Papua Pegunungan (Jayawijaya)
 37. Papua Selatan (Merauke)
 38. Papua Barat Daya (Sorong)

C. Bagian 1: Perilaku Hemat Energi

No	Pertanyaan	Skala Likert						
		STS	TS	KS	N	AS	S	SS
1	Saya mematikan mobil listrik saya, meskipun tidak saya gunakan untuk beberapa saat.							
2	Saya mematikan mobil listrik saya, ketika tidak saya gunakan.							
3	Saya biasanya mengalihkan mode mobil listrik ke mode hemat energi, jika tidak saya gunakan selama setidaknya 15 menit							
4	Saya lebih memilih mematikan AC mobil listrik, untuk menghemat energi selama perjalanan saya.							
5	Saya menggunakan mobil listrik dengan seperlunya, agar hemat energi.							
6	Saya menggunakan mobil listrik sesuai daya yang tersedia.							

D. Bagian 2: Sikap terhadap Perilaku Hemat Energi

No	Pertanyaan	Skala Likert						
		STS	TS	KS	N	AS	S	SS
1	Saya berpartisipasi aktif dalam perilaku hemat energi dengan membeli Wuling Air EV.							
2	Saya membantu mengurangi emisi karbon dan polusi udara dengan membeli Wuling Air EV.							
3	Saya membantu negara dalam mencapai target penurunan emisi karbon dengan membeli Wuling Air EV.							
4	Saya dapat menghemat biaya operasional dengan menggunakan Wuling Air EV, karena biaya bahan bakar dan perawatan kendaraan listrik lebih rendah,							
5	Saya akan memberikan contoh yang baik bagi orang lain dengan mengendarai Wuling Air EV.							
6	Saya merasa bangga membeli Wuling Air EV.							

7	Saya mengupayakan perilaku hemat energi setiap waktu dengan membeli Wuling Air EV.							
8	Saya merasa senang membeli Wuling Air EV, karena hemat energi							
9	Saya menikmati menggunakan Wuling Air EV, karena hemat energi							
10	Saya menggunakan Wuling Air EV agar orang lain bangga dan memuji saya.							

E. Bagian 3: Norma Subjektif

No	Pertanyaan	Skala Likert						
1	Orang tua saya menyarankan saya membeli Wuling Air EV untuk mewujudkan perilaku hemat energi.	STS	TS	KS	N	AS	S	SS
2	Orang terdekat saya menyarankan saya membeli Wuling Air EV untuk mewujudkan perilaku hemat energi.							

3	Teman saya menyarankan saya membeli Wuling Air EV untuk mewujudkan perilaku hemat energi.							
4	Banyak orang menyarankan saya membeli Wuling Air EV untuk mewujudkan perilaku hemat energi.							
5	Orang tua saya sudah mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							
6	Orang terdekat saya sudah mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							
7	Teman saya sudah mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							
8	Banyak orang sudah mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							
9	Semua orang sudah mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							

10	Saya mendapatkan dorongan dari orang-orang terdekat saya untuk mewujudkan perilaku hemat energi dengan membeli Wuling Air EV.							
11	Saya mendapatkan dukungan dari orang-orang terdekat saya untuk mewujudkan perilaku hemat energi dengan menggunakan Wuling Air EV.							

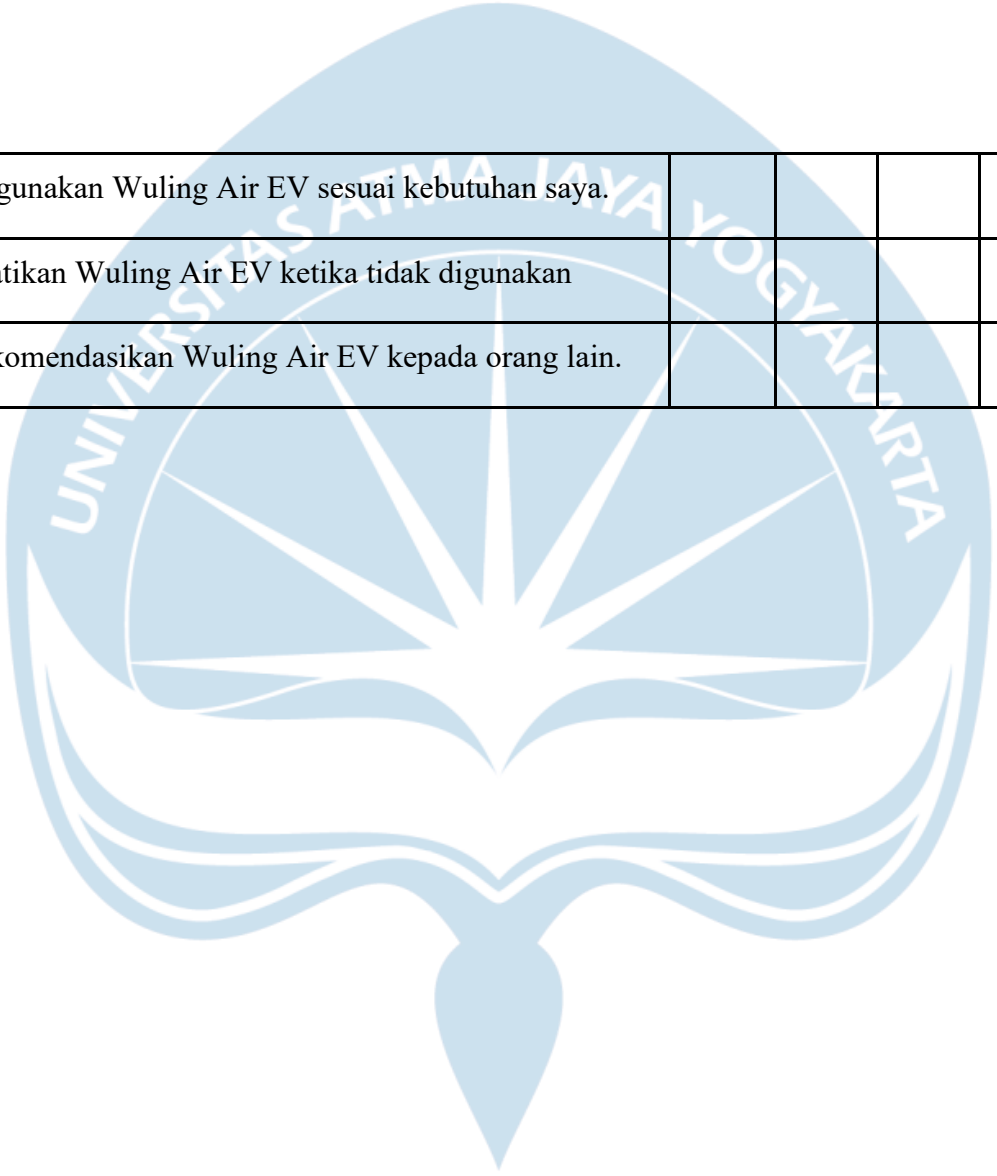
F. Bagian 4: Persepsi Kontrol Perilaku

No	Pertanyaan	Skala Likert						
1	Saya akan tetap berpartisipasi pada perilaku hemat energi dengan keterbatasan pengetahuan yang saya miliki dengan menggunakan Wuling Air EV.	STS	TS	KS	N	AS	S	SS
2	Saya mendapati banyak kemudahan ketika berpartisipasi pada perilaku hemat energi dengan menggunakan Wuling Air EV.							
3	Saya percaya diri menggunakan Wuling Air EV							

4	Saya bertekad kuat menggunakan Wuling Air EV.							
5	Saya dapat menentukan kapan saja untuk menggunakan Wuling Air EV.							
6	Saya memastikan Wuling Air EV yang saya miliki menggunakan daya energi yang sewajarnya.							
7	Saya akan berusaha menggunakan Wuling Air EV pada setiap kondisi.							
8	Saya akan menjadikan Wuling Air EV sebagai kendaraan prioritas saya.							

G. Bagian 5: Niat Perilaku

No	Pertanyaan	Skala Likert						
1	Saya akan menggunakan Wuling Air EV pada kehidupan sehari-hari.	STS	TS	KS	N	AS	S	SS



2	Saya akan menggunakan Wuling Air EV sesuai kebutuhan saya.							
3	Saya akan mematikan Wuling Air EV ketika tidak digunakan							
4	Saya akan merekomendasikan Wuling Air EV kepada orang lain.							

Lampiran 2: Data Mentah Hasil Kuesioner

Jawaban Profil Responden

Keterangan : = Jawaban responden yang tidak lolos karena menjawab “Tidak” pada pertanyaan filter.

No	Apakah Anda mempunyai Wuling Air EV?	Apakah Anda pernah menggunakan Wuling Air EV	Usia	Jenis Kelamin	Pendidikan Terakhir	Profesi	Rata-Rata Pendapatan (perbulan)	Rata-Rata Pengeluaran (perbulan)	Domisili
1	Iya	Iya	18 - 22	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
2	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
3	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Pegawai Swasta	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
4	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)

5	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
6	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
7	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
8	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
9	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
10	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
11	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
12	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
13	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
14	Iya	Iya	18 - 22	Laki Laki	S1	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
15	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Wirausaha	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)

16	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
17	Iya	Iya	23 - 27	Laki Laki	S1	Lainnya	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
18	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
19	Iya	Iya	18 - 22	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
20	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
21	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
22	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Wirausaha	> Rp	> Rp 15.000.000	DI

							15.000.000		Yogyakarta (Yogyakarta)
23	Iya	Iya	23 - 27	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
24	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta (Yogyakarta)
25	Tidak								
26	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
27	Iya	Iya	28 - 32	Laki Laki	S2	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
28	Iya	Iya	< 18	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
29	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	Rp 10.000.001	Rp 10.000.001 -	DI

							- Rp 15.000.000	Rp 15.000.000	Yogyakarta (Yogyakarta)
30	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)
31	Iya	Iya	> 32	Laki Laki	S2	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
32	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta (Yogyakarta)
33	Iya	Iya	> 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
34	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
35	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta

									(Yogyakarta)
36	Iya	Iya	< 18	Laki Laki	SMA / SMK	Lainnya	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
37	Iya	Iya	28 - 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
38	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta (Yogyakarta)
39	Iya	Iya	23 - 27	Perempuan	S1	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
40	Iya	Iya	28 - 32	Laki Laki	S1	Mahasiswa	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
41	Iya	Iya	23 - 27	Perempuan	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Jawa Barat (Bandung)

42	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	Jawa Barat (Bandung)
43	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	Jawa Barat (Bandung)
44	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta (Yogyakarta)
45	Iya	Iya	28 - 32	Perempuan	D1 / D2 / D3 / D4	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
46	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
47	Iya	Iya	> 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
48	Iya	Iya	28 - 32	Perempuan	S2	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
49	Iya	Iya	18 - 22	Laki Laki	D1 / D2 / D3 / D4	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Barat

									(Pontianak)
50	Tidak								
51	Tidak								
52	Iya	Iya	18 - 22	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
53	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
54	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
55	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Nusa Tenggara Timur (Kupang)
56	Iya	Iya	28 - 32	Laki Laki	SMA / SMK	Wirausaha	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Kalimantan Timur (Samarinda)
57	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Bangka Belitung (Pangkal Pinang)
58	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3	Wirausaha	Rp 10.000.001	Rp 5.000.000 -	Sulawesi

					/ D4		- Rp 15.000.000	Rp 10.000.000	Selatan (Makassar)
59	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Lainnya	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
60	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Gorontalo (Gorontalo)
61	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
62	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Tengah (Palangka ra ya)
63	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Timur (Surabaya)
64	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Sulawesi Selatan (Makassar)
65	Iya	Iya	28 - 32	Laki Laki	SMA / SMK	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Banten (Serang)
66	Iya	Iya	18 - 22	Perempuan	S1	Pegawai Negeri Sipil	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Maluku (Ambon)

						(PNS)			
67	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
68	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Papua (Jayapura)
69	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Sumatra Utara (Medan)
70	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Lampung (Bandar Lampung)
71	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Kalimantan Timur (Samarinda)
72	Iya	Iya	18 - 22	Perempuan	S1	Lainnya	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Timur (Surabaya)
73	Iya	Iya	< 18	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Kepulauan Riau (Tanjung Pinang)
74	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Papua Barat (Manokwari)

75	Iya	Iya	18 - 22	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Nusa Tenggara Timur (Kupang)
76	Iya	Iya	18 - 22	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	Rp 10.000.001 - Rp 15.000.000	Maluku Utara (Sofifi)
77	Iya	Iya	28 - 32	Perempuan	S2	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
78	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Timur (Samarinda)
79	Iya	Iya	> 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
80	Iya	Iya	28 - 32	Perempuan	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
81	Iya	Iya	28 - 32	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
82	Iya	Iya	23 - 27	Laki Laki	S1	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
83	Iya	Iya	18 - 22	Laki Laki	S1	Lainnya	> Rp	Rp 5.000.000 -	DKI Jakarta

							15.000.000	Rp 10.000.000	(Jakarta)
84	Iya	Iya	> 32	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
85	Iya	Iya	18 - 22	Perempuan	S1	Lainnya	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Timur (Surabaya)
86	Iya	Iya	28 - 32	Laki Laki	SMA / SMK	Lainnya	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
87	Tidak								
88	Tidak								
89	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
90	Iya	Iya	18 - 22	Perempuan	S1	Lainnya	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Riau (Pekanbaru)
91	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
92	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Negeri Sipil	Rp 10.000.001 - Rp	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta

						(PNS)	15.000.000		(Yogyakarta)
93	Iya	Iya	> 32	Laki Laki	S2	Wirausaha	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Timur (Surabaya)
94	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
95	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Bali (Denpasar)
96	Iya	Iya	> 32	Perempuan	S2	Pegawai Negeri Sipil (PNS)	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bali (Denpasar)
97	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Riau (Pekanbaru)
98	Iya	Iya	23 - 27	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Sumatra Utara (Medan)
99	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
100	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Tengah (Semarang)

101	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Kepulauan Riau (Tanjung Pinang)
102	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
103	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
104	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
105	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Negeri Sipil (PNS)	< Rp 5.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
106	Iya	Iya	> 32	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)
107	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jambi (Jambi)
108	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)
109	Iya	Iya	23 - 27	Perempuan	S1	Pegawai	Rp 5.000.000 -	Rp 5.000.000 -	Sulawesi

						Swasta	Rp 10.000.000	Rp 10.000.000	Utara (Manado)
110	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
111	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
112	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Selatan (Banjarbaru)
113	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
114	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Timur (Surabaya)
115	Iya	Iya	23 - 27	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
116	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Bangka Belitung (Pangkal Pinang)
117	Iya	Iya	> 32	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bali (Denpasar)

118	Iya	Iya	> 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
119	Iya	Iya	> 32	Perempuan	D1 / D2 / D3 / D4	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
120	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
121	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Barat (Bandung)
122	Iya	Iya	> 32	Laki Laki	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	Jawa Timur (Surabaya)
123	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Banten (Serang)
124	Iya	Iya	> 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
125	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Barat (Bandung)
126	Iya	Iya	28 - 32	Perempuan	S1	Pegawai	Rp 10.000.001	Rp 10.000.001 -	DKI Jakarta

						Negeri Sipil (PNS)	- Rp 15.000.000	Rp 15.000.000	(Jakarta)
127	Iya	Iya	> 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
128	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Timur (Surabaya)
129	Iya	Iya	> 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
130	Iya	Iya	> 32	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Sumatra Utara (Medan)
131	Iya	Iya	> 32	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Lampung (Bandar Lampung)
132	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
133	Iya	Iya	> 32	Laki Laki	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Banten (Serang)
134	Iya	Iya	> 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)

135	Iya	Iya	> 32	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Bali (Denpasar)
136	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Sulawesi Utara (Manado)
137	Iya	Iya	> 32	Laki Laki	S2	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bali (Denpasar)
138	Iya	Iya	> 32	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
139	Iya	Iya	> 32	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
140	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Nusa Tenggara Timur (Kupang)
141	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
142	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Negeri Sipil	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)

						(PNS)			
143	Iya	Iya	> 32	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Timur (Surabaya)
144	Iya	Iya	> 32	Laki Laki	D1 / D2 / D3 / D4	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
145	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Aceh (Banda Aceh)
146	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Sumatra Selatan (Palembang)
147	Iya	Iya	23 - 27	Perempuan	SMA / SMK	Wirausaha	< Rp 5.000.000	< Rp 5.000.000	Sumatra Barat (Padang)
148	Iya	Iya	> 32	Perempuan	S2	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
149	Iya	Iya	23 - 27	Perempuan	D1 / D2 / D3 / D4	Wirausaha	< Rp 5.000.000	< Rp 5.000.000	Lampung (Bandar Lampung)
150	Iya	Iya	28 - 32	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Bangka Belitung (Pangkal)

									Pinang)
151	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Wirausaha	< Rp 5.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
152	Iya	Iya	23 - 27	Perempuan	SMA / SMK	Wirausaha	< Rp 5.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
153	Iya	Iya	> 32	Laki Laki	S2	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Timur (Surabaya)
154	Iya	Iya	23 - 27	Perempuan	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Sumatra Utara (Medan)
155	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	Jawa Timur (Surabaya)
156	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Negeri Sipil (PNS)	< Rp 5.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
157	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
158	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
159	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	< Rp 5.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)

									)
160	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
161	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Jawa Timur (Surabaya)
162	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	DKI Jakarta (Jakarta)
163	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Barat (Bandung)
164	Iya	Iya	23 - 27	Perempuan	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Tengah (Semarang)
165	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
166	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Riau (Pekanbaru)
167	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Timur (Samarinda)
168	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai	Rp 5.000.000 -	Rp 5.000.000 -	Kalimantan

						Negeri Sipil (PNS)	Rp 10.000.000	Rp 10.000.000	Barat (Pontianak)
169	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Selatan (Banjarbaru)
170	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DI Yogyakarta (Yogyakarta)
171	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Sumatra Barat (Padang)
172	Iya	Iya	23 - 27	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
173	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
174	Iya	Iya	> 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Timur (Surabaya)
175	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
176	Iya	Iya	> 32	Perempuan	S1	Pegawai Negeri Sipil	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)

						(PNS)			
177	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
178	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	Jawa Timur (Surabaya)
179	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	< Rp 5.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)
180	Iya	Iya	> 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	DI Yogyakarta (Yogyakarta)
181	Iya	Iya	> 32	Perempuan	S1	Pegawai Negeri Sipil (PNS)	< Rp 5.000.000	< Rp 5.000.000	Jawa Tengah (Semarang)
182	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
183	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)

184	Iya	Iya	23 - 27	Laki Laki	S1	Wirausaha	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
185	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
186	Iya	Iya	28 - 32	Laki Laki	SMA / SMK	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Sulawesi Selatan (Makassar)
187	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
188	Iya	Iya	> 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
189	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
190	Iya	Iya	23 - 27	Laki Laki	D1 / D2 / D3 / D4	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Utara (Tanjung Selor)
191	Iya	Iya	18 - 22	Perempuan	SMA / SMK	Mahasiswa	Rp 5.000.000 -	< Rp 5.000.000	DI

							Rp 10.000.000		Yogyakarta (Yogyakarta)
192	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bengkulu (Bengkulu)
193	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Tengah (Palangkaraya)
194	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Selatan (Banjarbaru)
195	Iya	Iya	28 - 32	Laki Laki	S2	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Sulawesi Barat (Mamuju)
196	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
197	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Jambi (Jambi)
198	Iya	Iya	28 - 32	Laki Laki	S3	Lainnya	> Rp	> Rp 15.000.000	Bali

							15.000.000		(Denpasar)
199	Iya	Iya	23 - 27	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
200	Iya	Iya	23 - 27	Laki Laki	S2	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Timur (Samarinda)
201	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Lampung (Bandar Lampung)
202	Iya	Iya	28 - 32	Perempuan	D1 / D2 / D3 / D4	Wirausaha	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
203	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Barat (Bandung)
204	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Tengah (Semarang)
205	Iya	Iya	18 - 22	Laki Laki	S1	Wirausaha	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bangka Belitung (Pangkal Pinang)
206	Iya	Iya	18 - 22	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Nusa Tenggara

									Barat (Mataram)
207	Iya	Iya	23 - 27	Laki Laki	S2	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Maluku (Ambon)
208	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Barat (Bandung)
209	Iya	Iya	23 - 27	Laki Laki	S2	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Sumatra Utara (Medan)
210	Iya	Iya	23 - 27	Perempuan	S3	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Gorontalo (Gorontalo)
211	Iya	Iya	23 - 27	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Utara (Tanjung Selor)
212	Iya	Iya	18 - 22	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Lampung (Bandar Lampung)
213	Iya	Iya	23 - 27	Perempuan	S2	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Timur (Surabaya)
214	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)

215	Iya	Iya	23 - 27	Perempuan	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
216	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
217	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	DKI Jakarta (Jakarta)
218	Iya	Iya	28 - 32	Perempuan	S2	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	DI Yogyakarta (Yogyakarta)
219	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
220	Iya	Iya	28 - 32	Perempuan	D1 / D2 / D3 / D4	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	Kalimantan Barat (Pontianak)
221	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
222	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
223	Iya	Iya	28 - 32	Perempuan	S1	Pegawai	> Rp	> Rp 15.000.000	DKI Jakarta

						Swasta	15.000.000		(Jakarta)
224	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Bali (Denpasar)
225	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	Bali (Denpasar)
226	Iya	Iya	28 - 32	Perempuan	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
227	Iya	Iya	> 32	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	DKI Jakarta (Jakarta)
228	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	DI Yogyakarta (Yogyakarta)
229	Iya	Iya	> 32	Laki Laki	S1	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
230	Iya	Iya	18 - 22	Laki Laki	SMA / SMK	Mahasiswa	> Rp 15.000.000	> Rp 15.000.000	Bali (Denpasar)
231	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
232	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	> Rp	Rp 10.000.001 -	Kalimantan

							15.000.000	Rp 15.000.000	Barat (Pontianak)
233	Iya	Iya	28 - 32	Laki Laki	S1	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
234	Iya	Iya	> 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
235	Iya	Iya	28 - 32	Laki Laki	S1	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Selatan (Banjarbaru)
236	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Pegawai Swasta	> Rp 15.000.000	> Rp 15.000.000	Bali (Denpasar)
237	Iya	Iya	28 - 32	Perempuan	S1	Wirausaha	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Bali (Denpasar)
238	Iya	Iya	28 - 32	Laki Laki	S1	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)
239	Iya	Iya	23 - 27	Laki Laki	SMA / SMK	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Bali (Denpasar)
240	Iya	Iya	28 - 32	Perempuan	S2	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Barat (Pontianak)

241	Iya	Iya	28 - 32	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Riau (Pekanbaru)
242	Iya	Iya	> 32	Laki Laki	S1	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Sulawesi Barat (Mamuju)
243	Iya	Iya	28 - 32	Laki Laki	D1 / D2 / D3 / D4	Wirausaha	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kepulauan Riau (Tanjung Pinang)
244	Iya	Iya	> 32	Perempuan	S2	Pegawai Swasta	> Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Jawa Barat (Bandung)
245	Iya	Iya	28 - 32	Laki Laki	S2	Lainnya	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Sumatra Selatan (Palembang)
246	Iya	Iya	18 - 22	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kalimantan Barat (Pontianak)
247	Iya	Iya	18 - 22	Perempuan	S2	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Kepulauan Riau (Tanjung Pinang)
248	Iya	Iya	23 - 27	Perempuan	S1	Pegawai Swasta	Rp 5.000.000 - Rp 10.000.000	< Rp 5.000.000	Jawa Barat (Bandung)

249	Iya	Iya	23 - 27	Perempuan	S1	Lainnya	Rp 10.000.001 - Rp 15.000.000	< Rp 5.000.000	DKI Jakarta (Jakarta)
250	Iya	Iya	23 - 27	Laki Laki	S2	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Lampung (Bandar Lampung)
251	Iya	Iya	18 - 22	Perempuan	S1	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Kalimantan Selatan (Banjarbaru)
252	Iya	Iya	23 - 27	Laki Laki	S2	Pegawai Negeri Sipil (PNS)	Rp 10.000.001 - Rp 15.000.000	Rp 5.000.000 - Rp 10.000.000	Riau (Pekanbaru)
253	Iya	Iya	23 - 27	Perempuan	D1 / D2 / D3 / D4	Pegawai Negeri Sipil (PNS)	Rp 5.000.000 - Rp 10.000.000	Rp 5.000.000 - Rp 10.000.000	Sumatra Barat (Padang)
254	Iya	Iya	23 - 27	Laki Laki	S2	Pegawai Swasta	Rp 10.000.001 - Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Jawa Timur (Surabaya)
255	Iya	Iya	18 - 22	Laki Laki	S2	Lainnya	> Rp 15.000.000	> Rp 15.000.000	Kalimantan Barat (Pontianak)
256	Iya	Iya	28 - 32	Laki Laki	S3	Wirausaha	> Rp 15.000.000	> Rp 15.000.000	Jambi (Jambi)
257	Iya	Iya	18 - 22	Perempuan	S2	Pegawai	Rp 10.000.001	Rp 5.000.000 -	Sumatra

						Negeri Sipil (PNS)	- Rp 15.000.000	Rp 10.000.000	Utara (Medan)
258	Iya	Iya	23 - 27	Laki Laki	S2	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Lampung (Bandar Lampung)
259	Iya	Iya	23 - 27	Perempuan	S2	Pegawai Swasta	> Rp 15.000.000	Rp 10.000.001 - Rp 15.000.000	Lampung (Bandar Lampung)

Jawaban Responden Perilaku Hemat Energi dan Sikap Perilaku Hemat Energi

No	PHE 1	PHE 2	PHE 3	PHE 4	PHE 5	PHE 6	SPH E1	SPH E2	SPH E3	SPH E4	SPH E5	SPH E6	SPH E7	SPH E8	SPH E9	SPH E10
1	7	7	4	7	6	6	7	7	7	7	7	7	7	7	7	7
2	2	7	4	2	5	7	5	6	7	6	5	4	4	4	5	3
3	7	7	3	2	6	6	6	6	7	7	7	6	7	6	6	4
4	5	7	5	2	5	7	5	5	6	7	6	6	6	7	7	5
5	4	5	5	2	7	6	5	5	5	4	6	6	6	5	7	6
6	7	7	6	4	7	5	5	5	5	7	7	7	7	7	7	7
7	6	6	6	4	7	7	7	7	7	7	6	7	6	7	7	7
8	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
9	7	7	4	7	7	7	6	6	6	6	6	6	6	6	6	6
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14	7	7	5	7	7	7	7	7	7	7	7	7	7	7	7	7
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21	5	5	5	4	6	7	7	7	7	7	7	7	7	7	7	7
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25																
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50															
51															
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Jawaban Responden Norma Subjektif

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Jawaban Responden Persepsi Kontrol Perilaku dan Niat Perilaku

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Lampiran 3: Hasil Olah Data Smart-PLS

Nilai Min, Max, Mean Perilaku Hemat Energi (PHE), Sikap Perilaku Hemat Energi (SPHE)

Name	No.	Type	Missings	Mean	Median	Scale min	Scale max	Observed min	Observed max	Standard deviation
PHE1	1	MET	0	4.780	5.000	1.000	7.000	1.000	7.000	1.688
PHE2	2	MET	0	5.256	6.000	1.000	7.000	1.000	7.000	1.429
PHE3	3	MET	0	4.850	5.000	1.000	7.000	1.000	7.000	1.372
PHE4	4	MET	0	4.327	4.000	1.000	7.000	1.000	7.000	1.960
PHE5	5	MET	0	5.248	5.000	1.000	7.000	1.000	7.000	1.368
PHE6	6	MET	0	5.362	6.000	1.000	7.000	1.000	7.000	1.311
SPHE1	7	MET	0	5.126	5.000	2.000	7.000	2.000	7.000	1.560
SPHE2	8	MET	0	5.134	5.000	1.000	7.000	1.000	7.000	1.411
SPHE3	9	MET	0	5.154	5.000	1.000	7.000	1.000	7.000	1.370
SPHE4	10	MET	0	5.165	5.000	1.000	7.000	1.000	7.000	1.451
SPHE5	11	MET	0	5.205	5.000	1.000	7.000	1.000	7.000	1.362
SPHE6	12	MET	0	5.551	6.000	1.000	7.000	1.000	7.000	1.563
SPHE7	13	MET	0	5.252	5.000	1.000	7.000	1.000	7.000	1.420
SPHE8	14	MET	0	5.496	6.000	1.000	7.000	1.000	7.000	1.348
SPHE9	15	MET	0	5.551	6.000	1.000	7.000	1.000	7.000	1.344
SPHE10	16	MET	0	4.835	5.000	1.000	7.000	1.000	7.000	1.664

Nilai Min, Max, Mean Norma Subjektif (NS), Persepsi Kontrol Perilaku (PKP), Niat Perilaku (NP)

NS1	17	MET	0	4.701	5.000	1.000	7.000	1.000	7.000	1.659
NS2	18	MET	0	4.803	5.000	1.000	7.000	1.000	7.000	1.570
NS3	19	MET	0	4.815	5.000	1.000	7.000	1.000	7.000	1.522
NS4	20	MET	0	4.772	5.000	1.000	7.000	1.000	7.000	1.627
NS5	21	MET	0	4.957	5.000	1.000	7.000	1.000	7.000	1.548
NS6	22	MET	0	4.961	5.000	1.000	7.000	1.000	7.000	1.474
NS7	23	MET	0	4.969	5.000	1.000	7.000	1.000	7.000	1.552
NS8	24	MET	0	4.953	5.000	1.000	7.000	1.000	7.000	1.604
NS9	25	MET	0	4.764	5.000	1.000	7.000	1.000	7.000	1.690
NS10	26	MET	0	5.020	5.000	1.000	7.000	1.000	7.000	1.475
NS11	27	MET	0	5.000	5.000	1.000	7.000	1.000	7.000	1.542
PKP1	28	MET	0	5.173	5.000	2.000	7.000	2.000	7.000	1.426
PKP2	29	MET	0	5.059	5.000	1.000	7.000	1.000	7.000	1.363
PKP3	30	MET	0	5.626	6.000	1.000	7.000	1.000	7.000	1.402
PKP4	31	MET	0	5.500	6.000	1.000	7.000	1.000	7.000	1.621
PKP5	32	MET	0	5.425	6.000	1.000	7.000	1.000	7.000	1.575
PKP6	33	MET	0	5.390	6.000	2.000	7.000	2.000	7.000	1.349
PKP7	34	MET	0	5.280	6.000	1.000	7.000	1.000	7.000	1.523
PKP8	35	MET	0	5.106	6.000	1.000	7.000	1.000	7.000	1.677
NP1	36	MET	0	5.272	6.000	1.000	7.000	1.000	7.000	1.517
NP2	37	MET	0	5.374	6.000	1.000	7.000	1.000	7.000	1.388
NP3	38	MET	0	5.496	6.000	1.000	7.000	1.000	7.000	1.411
NP4	39	MET	0	5.122	5.000	2.000	7.000	2.000	7.000	1.510

Nilai Outer Loading

	NIP	NS	PHE	PNP	SPHE
NIP1	0.880				
NIP2	0.856				
NIP3	0.820				
NIP4	0.802				
NS1	0.863				
NS10	0.815				
NS11	0.846				
NS2	0.852				
NS3	0.858				
NS4	0.811				
NS5	0.769				
NS6	0.819				
NS7	0.851				
NS8	0.777				
NS9	0.804				
PHE2		0.714			
PHE3		0.740			
PHE4		0.747			
PHE5		0.799			
PHE6		0.787			
PNP1				0.852	
PNP2				0.798	
PNP3				0.807	
PNP4				0.849	
PNP5				0.835	
PNP6				0.814	
PNP7				0.850	
PNP8				0.851	
SPHE1					0.836
SPHE10					0.814
SPHE2					0.769
SPHE3					0.818
SPHE4					0.763
SPHE5					0.782
SPHE6					0.808
SPHE7					0.818
SPHE8					0.809
SPHE9					0.784
PHE1			0.826		

Nilai Adjusted R-Square

	R-square	R-square adjusted
NP	0.854	0.852
PHE	0.729	0.727

Nilai Construct Validity dan Reliabilty

	Cronbach's alpha	Composite reliability (r...	Composite reliability (r...	Average variance extrac...
NP	0.861	0.863	0.905	0.706
NS	0.953	0.955	0.959	0.680
PHE	0.863	0.868	0.897	0.593
PKP	0.937	0.937	0.947	0.693
SPHE	0.938	0.938	0.947	0.641

Nilai Discriminant Validity – Cross Loadings

	NP	NS	PHE	PKP	SPHE
NP1	0.880	0.687	0.726	0.833	0.821
NP2	0.856	0.649	0.689	0.784	0.764
NP3	0.820	0.551	0.625	0.744	0.725
NP4	0.802	0.726	0.727	0.714	0.732
NS1	0.662	0.863	0.772	0.690	0.722
NS10	0.615	0.815	0.710	0.659	0.668
NS11	0.664	0.846	0.725	0.667	0.683
NS2	0.651	0.852	0.757	0.657	0.695
NS3	0.632	0.858	0.722	0.642	0.663
NS4	0.565	0.811	0.692	0.581	0.618
NS5	0.657	0.769	0.675	0.703	0.732
NS6	0.760	0.819	0.725	0.745	0.771
NS7	0.695	0.851	0.751	0.712	0.729
NS8	0.534	0.777	0.685	0.509	0.557
NS9	0.582	0.804	0.686	0.592	0.624
PHE2	0.655	0.555	0.714	0.660	0.638
PHE3	0.567	0.661	0.740	0.557	0.631
PHE4	0.504	0.723	0.747	0.518	0.579
PHE5	0.704	0.663	0.799	0.747	0.741
PHE6	0.716	0.693	0.787	0.714	0.730
PKP1	0.800	0.772	0.798	0.852	0.820
PKP2	0.746	0.718	0.740	0.798	0.771
PKP3	0.769	0.525	0.616	0.807	0.750
PKP4	0.752	0.576	0.632	0.849	0.789
PKP5	0.753	0.604	0.649	0.835	0.795
PKP6	0.787	0.679	0.714	0.814	0.780
PKP7	0.746	0.666	0.703	0.850	0.804
PKP8	0.743	0.790	0.746	0.851	0.834
SPHE1	0.751	0.754	0.775	0.784	0.838
SPHE10	0.704	0.704	0.712	0.760	0.814
SPHE2	0.703	0.701	0.713	0.725	0.769
SPHE3	0.741	0.735	0.777	0.764	0.818
SPHE4	0.688	0.650	0.683	0.696	0.763
SPHE5	0.723	0.689	0.720	0.747	0.782
SPHE6	0.743	0.579	0.613	0.795	0.808
SPHE7	0.742	0.641	0.720	0.787	0.818
SPHE8	0.739	0.605	0.653	0.786	0.809
SPHE9	0.722	0.578	0.655	0.782	0.784
PHE1	0.617	0.751	0.826	0.649	0.697

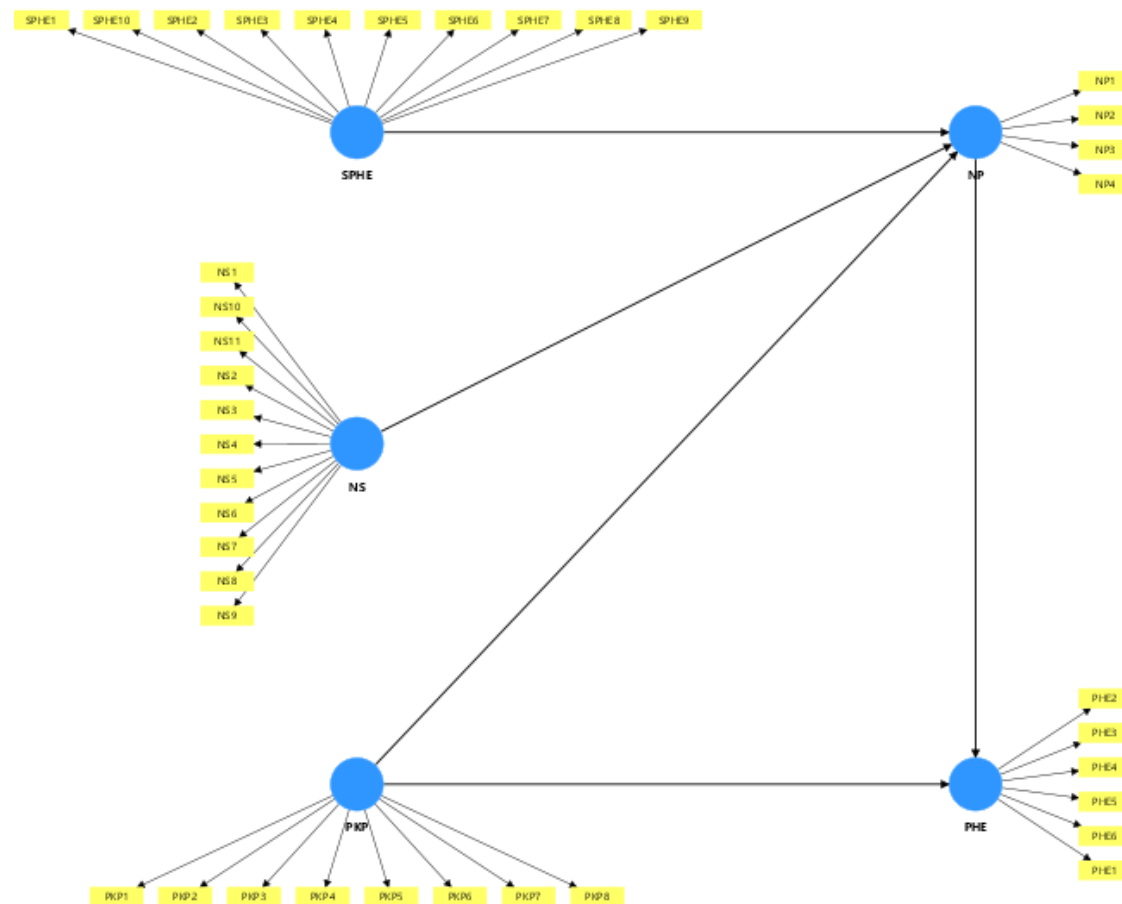
Nilai Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (ST...	T statistics (O/STDEV)	P values
NP -> PHE	0.321	0.324	0.078	4.117	0.000
NS -> NP	0.082	0.082	0.053	1.538	0.124
PKP -> NP	0.565	0.565	0.095	5.937	0.000
PKP -> PHE	0.550	0.548	0.077	7.143	0.000
SPHE -> NP	0.301	0.301	0.105	2.852	0.004

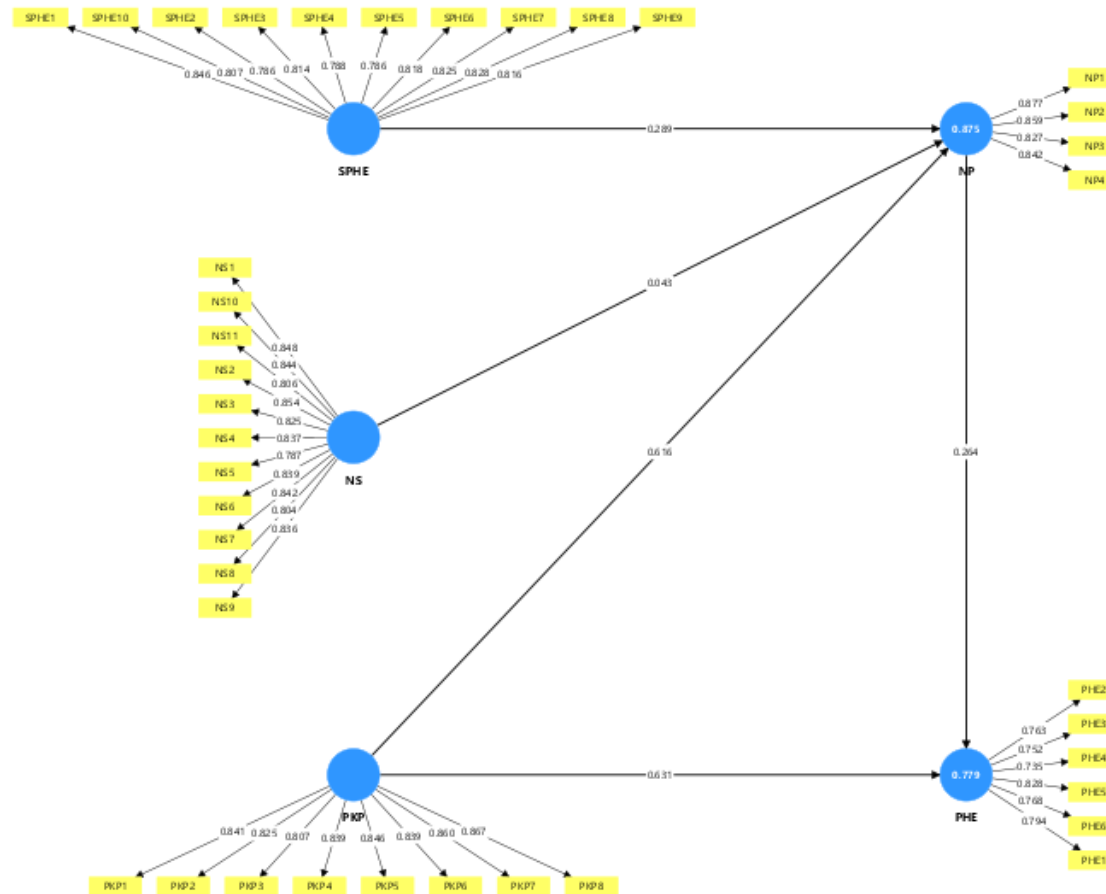
Nilai Specific Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (ST...	T statistics (O/STDEV)	P values
NS -> NP -> PHE	0.026	0.027	0.020	1.326	0.185
PKP -> NP -> PHE	0.181	0.181	0.049	3.708	0.000
SPHE -> NP -> PHE	0.097	0.099	0.045	2.140	0.032

Model Struktural



Model Strucktural Bootstrapping



Lampiran 4: Jurnal Acuan

Article

The Role of the Theory of Planned Behavior in Explaining the Energy-Saving Behaviors of High School Students with Physical Impairments

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Abstract: People with physical impairments can help solve energy problems by participating in diverse energy-saving behaviors, such as switching off lights or turning off an air conditioner when not in use; however, they may struggle to participate in some behaviors due to mobility impairments. This study aims to examine factors that impact the energy-saving behaviors of high school students with physical impairments. The theory of planned behavior (TPB) was used to test whether attitudes towards energy-saving behaviors, subjective norms, and perceived behavioral control could affect intentions, which then leads to performance of energy-saving behaviors. The participants were 330 high school students with physical impairments in Thailand. A questionnaire was employed to measure energy-saving behaviors and TPB constructs. A confirmatory factor analysis (CFA) was performed to validate all study variables; structural equation modeling (SEM) was then used to test causal relationships among TPB constructs and energy-saving behaviors. The results showed that the TPB could be used to explain the energy-saving behaviors of students with physical impairments, that subjective norms were the most significant predictor of behavioral intentions, and that intentions significantly impacted energy-saving behaviors. While perceived behavioral control did not have a direct effect on behaviors, it had a significant effect on intentions. Under the TPB construct, of the studied variables, attitude had the lowest power to predict students' intentions to perform the concerned behaviors; however, the impact of attitude was still statistically significant. The results suggest that all TPB variables can predict energy-saving behaviors of high school students with physical impairments, but their power to predict the behaviors is different. To promote student participation in energy-saving behaviors, it is important to create subjective norms and eliminate obstacles that students with physical impairments might face when performing energy-saving behaviors.

Keywords: the theory of planned behavior; perceived behavioral control; attitude towards behaviors; subjective norm; students with physical impairments



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1. Introduction

Energy production and consumption contribute significantly to climate change [1,2], which is now considered a global environmental crisis. Solving this energy crisis requires the participation of all sectors, including business, agriculture, transportation, governments, and households, as well as of individuals. Individual participation in energy-saving behaviors is crucial, as it can reduce energy demand and minimize the adverse environmental impacts of energy production and consumption [3,4]. People can adopt energy-saving behaviors in various ways, including using energy-efficient appliances, implementing energy-efficient measures in buildings, adopting renewable energy sources and technologies, and practicing energy-reducing behaviors [5]. Jarneimit and Limmeechokchai [6] reveal that participation in energy-saving behaviors could help reduce annual household energy

use by 7–15%, or 484–1038 kWh. Furthermore, Steg [7] finds that the active engagement of individuals in SEBs helps to reduce CO₂ emissions.

Currently, energy-saving behaviors are being widely promoted to solve energy-related problems. Many previous studies have explored strategies to enhance individual participation in energy-saving behaviors, but most of these focus on the participation of individuals with normal physical bodies [7–9]. However, people with physical impairments can also participate in energy-saving behaviors, and their participation in these behaviors can contribute to a great amount of energy saved. According to the World Health Organization [10], approximately 15% of the world's population, or one billion people, experience some form of disability. In Thailand, there were approximately 2.1 million disabled people in 2021 [11], and half of this number (1,054,786) had physical impairments. Most importantly, the number of physically disabled people in Thailand is increasing due to the rise in the average age of the population and chronic health conditions. Therefore, the participation of people with physical impairments could significantly contribute to solving energy problems. Aside from contributing to solving the energy problem, promoting participation in energy-saving behaviors by people with physical impairments also enhances their self-esteem, as they could perceive their value to society.

However, physical impairments could hinder people from participating in energy-saving behaviors due to limited physical capacity and dexterity. For instance, the interior of buildings might not be designed so that people with physical impairments can conveniently access electrical appliances. People with physical impairments, therefore, need to make more effort to participate in energy-saving behaviors that require physical movements. These include turning off lights, switching off electrical devices, and unplugging appliances. As a result, the determinants of energy-saving behavior participation among people with physical impairments could differ from those among people without physical impairments.

This study intends to explore factors that impact participation in energy-saving behaviors among people with physical impairments; specifically, it focuses on the behavior of high school students in Thailand. High school students are capable of thinking critically, ethically, and creatively about environmental and sustainability issues, and they are able to make informed decisions about how to respond to environmental problems. Most importantly, to promote pro-environmental behaviors in the long term, environmental attitudes and pro-environmental behaviors should be promoted at a young age [12,13]. Doherty and Clayton [14] indicate that young people are most receptive to changing their behaviors if they realize the importance and value of those behaviors. Ding et al. [15] and Sintov et al. [16] found that student engagement in energy-saving behaviors not only helps reduce energy demands, but also significantly impacts sustainable development, as students can help make their societies more environmentally sustainable. Students can set a good example for other groups in society. To encourage student participation in sustainable behaviors, Badea et al. [17] propose a focus on education to raise student awareness of sustainability and participation in sustainable behaviors. However, an understanding of the determinants of student participation in such behaviors could have implications for the development of educational strategies.

This study employed the theory of planned behavior (TPB), which has been widely used to explore the pro-environmental behaviors (PEBs) of several population groups [18,19], except for the physically disabled population, to investigate significant factors that could predict participation in energy-saving behaviors by high school students with physical impairments. According to the TPB, individuals decide to engage in a certain behavior based on a rational thought process. The decision to engage in a behavior is impacted by behavioral intention, and intention is affected by subjective norms, attitudes toward the behavior, and perceived behavioral control. Most importantly, the joint function of behavioral intention and perceived behavioral control could significantly influence a behavior. This means that individuals who intend to perform a certain behavior, and concurrently have perceived behavioral control, are likely to participate in a certain behavior. Subjective norms are related to social cohesion [20] and can be defined as how given behaviors are

perceived by other people who are important to an individual. Individuals tend to adopt a behavior if they perceive that participation in that behavior is socially accepted. Attitude towards the behavior refers to one's perception of the value of the behavior. Individuals with positive attitudes towards a behavior are more likely to intend to participate in the behavior. Perceived behavioral control refers to an individual's level of comfort with a particular behavior. In other words, behavioral control is an individual's perception of the availability of resources, capability, and opportunities to participate in a particular behavior [19]. Individuals with a high level of behavioral control tend to engage in a given behavior. The TPB also states that behavioral control can directly affect participation in a behavior, and having both behavioral control and intentions concurrently, individuals can easily decide to engage in the behaviors. The TPB has been successfully applied to explain decisions to engage in various behaviors, including green purchasing behaviors [21,22], water conservation behaviors [23,24], waste management behaviors [25,26], and energy-saving behaviors [9,27,28]. Therefore, this study employs the TPB to investigate participation in energy-saving behaviors by students with physical impairments.

The goal of this study was to use the TPB to investigate factors that contribute to participation in energy-saving behaviors by high school students with physical impairments. As stated above, the size of the physically disabled population in Thailand has been increasing, and the participation of this group in energy-saving behaviors not only helps to solve energy problems but also enhances the self-esteem of physically disabled people. This is because physically disabled people could perceive their value to society. This study also focused on high school students because their participation in energy-saving behaviors can be developed in the long run and can affect the motivation of other groups to participate in energy-saving behaviors. The objectives of this study were to examine how perceived behavioral control, attitudes toward energy-saving behaviors, and subjective norms affect student intentions to participate in SEBs, which then leads to the performance of SEBs. According to the TPB, the study also examined how a joint function of perceived behavioral control and behavioral intentions affects energy-saving behaviors. A structural equation model (SEM) will be used to test the effect of each variable on energy-saving behaviors and to measure the causal relationships among variables. The results of this study could have implications for the development of communication strategies to promote participation in energy-saving behaviors by students with physical impairments.

2. Literature Review

2.1. Energy-Saving Behaviors

An energy-saving behavior is an individual action that aims to reduce energy consumption and the negative environmental impacts of energy consumption and production [29]. Most energy-saving behaviors are performed in the residential sector. Several scholars suggest how individuals can participate in energy-saving behaviors in the residential sector. Firstly, individuals may adopt energy-efficient behaviors [30], including using energy-efficient appliances (including light bulbs and large appliances) and efficient use of electricity (such as cleaning electrical appliances to improve their efficiency or adjusting the temperature of air conditioners). Steg et al. [5] indicate that switching to energy-efficient appliances can significantly reduce household energy consumption. Secondly, individuals can reduce energy use through two types of electricity-consumption reduction behaviors. The first type is curtailment behaviors, which include reducing the length of showers, turning off lights when not in use, and unplugging appliances [30]. The second type is avoidance activities; these involve avoiding high-energy activities, such as drying laundry in a machine and showering in hot water [31]. Steg et al. [7] indicate that adopting or switching to energy-efficient technology can reduce energy use and CO₂ emissions more effectively than energy consumption reduction behaviors. However, the frequency of behaviors is also important. Zografakis et al. [32] argue that to successfully reduce electrical consumption, individuals must make lifestyle changes.

2.2. Theory of Planned Behavior

The TPB, which was proposed by Ajzen in 1985 [18], is an extension of the theory of reasoned action (TRA) [33,34]. Both models explain that an individual's decision to engage in a certain behavior is based on logical and reasoned thought processes. According to the TPB, a behavior is directly determined by an individual's intention to engage in it, and intention is influenced by the way that an individual perceives the value of the behavior (attitude towards the behavior) [35], how significant others in the individual's life view or think about the behavior (subjective norms), and the perception that the certain behavior is within the individual's control (perceived behavioral control) [19]. Three significant factors that could affect behavioral intention and behavior are discussed in the subsections below.

2.2.1. Attitude towards the Behavior

Individuals construct behavioral beliefs based on their evaluation of the concerned behavior. These behavioral beliefs and attitudes can be favorable or unfavorable [36]. Individuals with a positive attitude towards a behavior are more likely to intend to perform the behavior.

2.2.2. Subjective Norms

According to the TPB, if individuals believe that important people in their life would approve of a certain behavior, they are more likely to intend to engage in the behavior. Nugier et al. [36] state that social influence or social pressure could induce negative moral emotions such as embarrassment, shame, and guilt. These emotions could affect an individual's intention to perform a certain behavior.

2.2.3. Perceived Behavioral Control

Perceived behavioral control is generated from an individual's belief that they have sufficient resources, capability, and opportunities to perform a given behavior. According to Ajzen [20], perceived behavioral control refers to an individual's judgement of the ease or difficulty of participating in a particular behavior. Similarly, Abrahamse [37] defines perceived behavioral control as an individual's assessment of the factors that might facilitate or impede a certain behavior. Based on the TPB, perceived behavioral control can directly influence behavioral intention. Namely, individuals with high perceived behavioral control may have more intentions to participate in a certain behavior than those with low perceived behavioral control. Most importantly, individuals who intend to perform a certain behavior, and concurrently have perceived behavioral control, are likely to participate in a certain behavior. For instance, individuals with the same level of intention to engage in a behavior might have different levels of engagement due to different levels of perceived behavioral control. Similarly, an individual's intention might not result in a behavior due to a lack of perceived behavioral control.

In sum, it can be concluded that perceived behavioral control, together with subjective norms and attitudes toward the behavior, can directly influence intentions. Perceived behavioral control and intentions then determine behavior. Previous studies have used TPB to explain an individual's participation in a variety of behaviors, including health behaviors [38], resource conservation [39,40], and safe environmental practices [41–44].

3. Theoretical Framework

This study employs the TPB to investigate how students with physical impairments decide to participate in energy-saving behaviors. In this study, energy-saving behaviors refer to the participation of students with physical impairments in energy-saving behaviors in the residential sector. These energy-saving behaviors are behaviors that students with physical impairments can engage in. They include two types of energy-saving behaviors: curtailment behaviors (such as switching off appliances and lights when not in use) and avoidance behaviors (such as not taking hot showers in the summer and not using air conditioners in the winter). The TPB is used to explore factor affecting energy-saving behav-

iors. The TPB is most widely used for investigating the pro-environmental psychological domain [45]. Several previous studies have employed the TPB and related variables to investigate energy-saving behaviors [9,41,46,47], but no previous study has used the TPB to explore energy-saving behaviors among people with physical impairments. According to the TPB, factors that impact engagement in a given behavior include attitudes towards the behaviors, subjective norms, and perceived behavioral control. These three factors affect an individual's behavioral intention, which finally leads to performance of the behavior [19]. In the current study, these three variables are assumed to significantly impact intention to perform Energy-saving behaviors and thus performance of energy-saving behaviors (see Figure 1). The study variables and research hypotheses are visualized in the figure below.

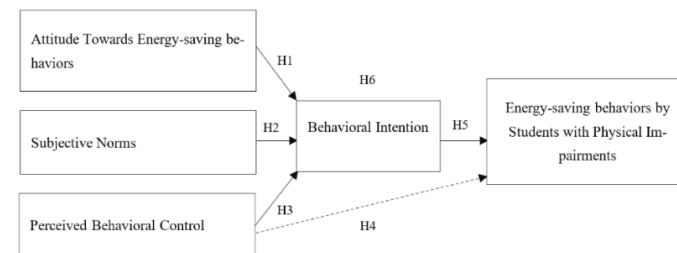


Figure 1. Theoretical Framework.

3.1. Attitudes towards Energy-Saving Behaviors

Attitudes towards energy-saving behaviors refers to an individual's evaluation of energy-saving behaviors; it can be positive or negative. Several previous studies have found that attitude plays a significant role in determining energy-saving behaviors. Zhao et al. [48] report that attitude is the most influential factor impacting an individual's intention to purchase energy-saving appliances. Attitude had a greater impact than social norms, perceived behavioral control, or moral norms. Wang et al. [49] report that intentions to save electricity were positively impacted by attitudes. Some studies have reported that attitude strongly predicts intention to purchase energy-efficient devices [50,51]. Olawale [52] also report that staff members' intentions to perform energy-saving behaviors in a hotel are significantly impacted by attitude. Attitudes towards a behavior have also been reported to predict energy-saving behaviors in various counties [8,53]. Therefore, it may be assumed that attitude significantly impacts behavioral intention to perform energy-saving behaviors. Students with positive attitudes towards energy-saving behaviors could have a stronger intention to engage in energy-saving behaviors. Thus, the first hypothesis is:

H1. Attitude towards energy-saving behaviors positively impacts the intentions of students with physical impairments to perform energy-saving behaviors.

3.2. Subjective Norms

Subjective norms refer to the perceived social pressure to engage in or social approval of energy-saving behaviors from people who are important to an individual. Individuals who perceive that others who are important to them approve of energy-saving behaviors are more likely to engage in energy-saving behaviors. Nie et al. [54] find that subjective norms are a powerful predictor of energy-saving behaviors in residential buildings. Goto et al. [55] report that energy-saving behaviors among university students in Vietnam are significantly affected by subjective norms. Several previous studies have found that subjective norms affect behavioral intention, which leads to performance of PEBs [56,57]. Luigina and

Anna [58] find that the intentions of Italians to perform energy-saving behaviors were significantly impacted by subjective norms. Therefore, subjective norms can be assumed to positively impact intention to perform energy-saving behaviors, which leads to engagement in energy-saving behaviors. However, Du and Pan [9] find that subjective norms do not significantly impact energy-saving behaviors among students in Hong Kong. Thus, the second research hypothesis is:

H2. *Subjective norms positively impact the intentions of students with physical impairments to perform energy-saving behaviors.*

3.3. Perceived Behavioral Control

Perceived behavioral control refers to an individual's perception of their ability to engage in a given behavior. This perception is based on available resources and on the individual's capabilities and opportunities to participate in energy-saving behaviors. According to the TPB, perceived behavioral control directly affects behavioral intention and performance of a behavior [19,59]. Therefore, individuals with high perceived behavioral control are more likely to have the intention to perform energy-saving behaviors and to participate in such behaviors. Many previous studies have found that perceived behavioral control significantly predicts intention to perform energy-saving behaviors [8,49,58,60]. Luigina and Anna [58] find that, of the three factors in the TPB, perceived behavioral control has the strongest predictive power of intention to perform energy-saving behaviors among Italian people. Du and Pan [9] also find that, of the three factors, perceived behavioral control has the strongest impact on the energy-saving intentions of students in Hong Kong. Setyawan et al. [61] find that the energy-saving behaviors of teenagers in Indonesia are significantly influenced by perceived behavioral control. Therefore, the third and fourth hypotheses are:

H3. *Perceived behavioral control positively impacts the intention of students with physical impairments to perform energy-saving behaviors.*

H4. *Perceived behavioral control positively impacts the participation of students with physical impairments in energy-saving behaviors.*

3.4. Behavioral Intention

Behavioral intention refers to an individual's intent to perform energy-saving behaviors. According to the TPB, a decision to perform a behavior is directly determined by an individual's intention to engage in it. Therefore, this study assumed that students with a higher level of intention to perform energy-saving behaviors are more likely to engage in these behaviors [62]. In addition, the TPB states that an individual's participation in a certain behavior is positively influenced by a combination of intention and perceived behavioral control. Namely, behavioral intention can be a good predictor of behavior, only when individuals have control over behavioral performance [59]. Thus, intention could have a mediation effect on the relationship between perceived behavioral control and energy-saving behaviors as well. Therefore, the fifth and sixth hypotheses are:

H5. *Intention to perform energy-saving behaviors positively impacts the participation of students with physical impairments in energy-saving behaviors.*

H6. *Intention to perform energy-saving behaviors mediates the effect of perceived behavioral control on the energy-saving behaviors of students with physical impairments.*

4. Methods

4.1. Research Tool

This study used a questionnaire to collect data. Self-reports were used to measure the participants' energy-saving behaviors [63]. Participants were asked about the frequency with which they engage in energy-saving behaviors; responses used a 7-point Likert scale ranging from 1, "never" to 7, "regularly" [64]. To measure variables that, based on the

TPB, were assumed to impact energy-saving behaviors, the study also used 7-point Likert scale questions. The responses ranged from 1, "completely disagree" to 7, "completely agree." To measure participation in energy-saving behaviors, 6 items were developed based on the recommendations of the Energy Policy and Planning Office (EPPO) [65] on individual participation in energy-saving behaviors and household electricity use reduction. To measure the TPB factors, items were developed based on the TPB [66]. Ten items were used to measure the participants' attitudes towards energy-saving behaviors, 11 items to measure subjective norms, and 8 items to measure perceived behavioral control. Four items were used to measure behavioral intention (see Appendix A). All items in each construct were evaluated for validity and reliability before the data were analyzed.

4.2. Participants

The participants in this study were high school students with physical impairments in Thailand. A random simple sampling technique was used to select participants from 6 schools that particularly provide formal education for students with physical impairments. A total of 400 questionnaires were distributed to the participants; 356 questionnaires were returned. Of these, 26 returned questionnaires were excluded due to incompleteness. A total of 330 questionnaires, or 82.5% of the distributed questionnaires, were included in the analysis. This comprises more than 200 participants, which is an appropriate number for an SEM analysis [67,68]. Before data collection, participants were informed of the study objectives. They were also informed that no negative impacts from participating in the survey were expected. All participants provided written consent to participate in the study, and the study was approved by the Research Ethics Committee of the School of Liberal Arts, King Mongkut's University of Technology Thonburi (SoLA-EA-2021-0-003) on 26 March 2021.

4.3. Data Collection and Analysis

Before data were collected, the content validity of the questionnaire was evaluated. Three experts were invited to evaluate content validity for all factors. Some minor changes to some items were recommended to enhance the clarity of the items for high school students. The modified questionnaire was then sent to 30 students as a pilot test. These students were not participants in this study but had similar characteristics to the participants. Reliability was then measured using Cronbach's alpha (α); for the entire questionnaire, Cronbach's α was 0.71. This is greater than 0.70, indicating that the items are reliable [69]. Questionnaire surveys were conducted in 6 schools that provide formal education for students with physical impairments from April to May 2021.

To analyze the data, a confirmatory factor analysis (CFA) was first performed to test the construct validity and discriminant validity of the scales [70]. Based on the CFA, the factor loading for each item in each variable was calculated. Items with factor loading values above 0.60 were used to measure the study variables. The internal consistency and reliability of each variable was also examined [71]. Secondly, an SEM was used to test the causal relationships among variables [70]. Energy-saving behavior engagement was defined as an endogenous variable that was impacted by the exogenous variables of behavioral intention and perceived behavioral control. Behavioral intention was also defined as an endogenous variable that was impacted by the exogenous variables of attitude toward energy-saving behaviors, subjective norms, and perceived behavioral control. Based on the SEM, the overall model fit was measured by calculating the following indexes: the model chi-square (χ^2), the ratio of chi-square to the degree of freedom (χ^2/df), the standardized root mean square residual (SRMR), the normed fit index (NFI), the Tucker–Lewis index (TLI), the comparative fit index (CFI), the goodness-of-fit index (GFI), and the incremental fit index (IFI) [72,73]. SPSS 22.0 and Amos 23 were used to perform the data analyses.

5. Results

5.1. Participant Characteristics

Participants in this study were students with physical impairments from six schools in Thailand. More than half of the participants were female students (54.20%) and 45.80% of participants were male. Almost half (44.24%) of participants were 14 years old or younger; 45.75% were aged 15 to 17 years. Only 10% of participants were 18 years old or older. The majority of participants were in junior high school (see Table 1).

Table 1. Participant characteristics (n = 330).

	Demographic Characteristics	Number	Percentage (%)
Gender	Female	179	54.20%
	Male	151	45.80%
Age	≤14 years old	146	44.24%
	15–17 years old	151	45.75%
	≥18 years old	33	10%
School Level	Junior high school	271	82.12%
	Senior high school	59	17.87%

5.2. Measurement Model

A confirmatory factor analysis (CFA) was conducted to evaluate the fitness of the measurement model to the data before the relationships among the TPB variables and energy-saving behaviors were evaluated. The CFA showed that the measurement model has a good fit ($p < 0.001$, $\chi^2/df = 1.63$, IFI = 0.99, TLI = 0.99, NFI = 0.99, GFI = 0.99, RMSEA = 0.04, CFI = 0.99). All the indices revealed that the measurement model was acceptable, particularly when items with low factor loading values (<0.50) were excluded from the CFA [67] to decrease measurement errors (see Table 2). The factor loadings of all items shown in Table 2 were above the standard value, indicating convergent validity. After the CFA analysis, Cronbach's α coefficients were calculated to evaluate the internal reliability of the measures. Cronbach's α coefficients for the scales ranged from 0.74 to 0.84; all were above the threshold of 0.7 [74]. In addition, to test the convergence validity of the different latent variables, average variance extraction (AVE) scores were calculated. The AVE scores ranged from 0.511 to 0.84, greater than the generally accepted minimum requirement of 0.5 [75]. Finally, the AVE scores were greater than the correlations between the study variables (see Table 3) [76], indicating discriminant validity.

Table 3 shows the average score for each variable and the correlations among them. Most of the correlation coefficients for the TPB variables and energy-saving behaviors were statistically significant. This implies that there may be associations among the variables. The coefficient values were lower than 0.60, indicating that no multicollinearity problem was present [77].

5.3. Effects of TPB Variables on Energy-Saving Behaviors

To test the effects of the TPB variables on energy-saving behaviors, an SEM was used. Firstly, the overall fit of the model to the data was checked; the fit was acceptable. The value of χ^2 was not statistically significant ($\chi^2 = 0.615$, $df = 2$, probability level = 0.735), and the ratio of chi-square/degree of freedom was (χ^2/df) 0.31, which is lower than 5.0. It implies that there was a close fit between the proposed model and the observed data [78]. The results of the model assessment showed a statistically acceptable GFI value of 0.99. The GFI value, which is greater than 0.90, can indicate a close fit between the data and the proposed model [78]. The root means square error of approximation (RMSEA) had a value of 0.00, which is less than 0.08. This implies that the model is a reasonable approximation of the data. As suggested by Brown and Cudeck [79], an acceptable value of RMSEA that indicates a reasonable error of approximation must be lower than 0.08. The comparative fit index (CFI) value, used to indicate the discrepancy function adjusted for sample size, was also

statistically acceptable, CFI = 1.00. Hu and Bentler [80] suggest that an acceptable model fit should have a CFI value of 0.90 or larger. Additionally, the incremental fit index (IFI), used to indicate the possibility of having the worst model, had a value of 1.00, which is greater than 0.900, thus indicating the acceptability of the proposed model [81]. Other important indexes are the normed fit index (NFI) and the Tucker–Lewis index (TLI). As suggested by Meyers et al. [81], values of 0.7 and greater for these indices indicate satisfactory fit, 0.8 and greater reveal fit well, and 0.9 and greater show fit perfectly. In this study, NFI of 0.99 and TLI of 1.00 demonstrated the model fit. Overall, it can be summarized that the data fits the model, and the proposed model is statistically acceptable.

Table 2. Results of confirmatory factor analysis.

Construct	Item	Mean	SD	Standardized Factor Loading	Cronbach's Alpha	AVE
Attitude Towards Energy-saving behaviors	A2	5.20	0.58	0.88 ***	0.83	0.71
	A3	5.21	0.56	0.87 ***		
	A4	5.68	0.65	0.80 ***		
	A5	5.35	0.63	0.81 ***		
Subjective Norms	S1	6.50	0.74	0.94 ***	0.84	0.84
	S5	6.53	0.72	0.97 ***		
	S7	6.51	0.72	0.96 ***		
	S8	6.50	0.74	0.78 ***		
Perceived Behavioral Control	P1	6.48	0.61	0.92 ***	0.82	0.81
	P3	6.58	0.65	0.95 ***		
	P5	6.56	0.65	0.83 ***		
	P6	6.55	0.69	0.89 ***		
Behavioral Intention	B1	6.65	0.55	0.68 ***	0.74	0.51
	B2	6.54	0.82	0.86 ***		
	B3	6.13	0.96	0.63 ***		
	B4	6.42	0.76	0.65 ***		
Energy-saving behaviors	E2	6.13	0.82	0.78 ***	0.76	0.54
	E3	6.62	0.56	0.77 ***		
	E4	6.55	0.79	0.73 ***		
	E5	6.10	0.94	0.66 ***		

*** $p < 0.001$.

Table 3. Results of correlation analysis.

Construct	Mean	SD	A	S	P	B	E
A: Attitude Towards Energy-saving behaviors	5.36	0.61	0.84				
S: Subjective Norms	6.51	0.73	−0.16 **	0.91			
P: Perceived Behavioral Control	6.54	0.78	0.31 **	0.12 *	0.90		
B: Behavioral Intention	6.44	0.77	0.13 **	0.54 **	0.36 **	0.66	
E: Energy-saving behaviors	6.35	0.78	0.11	0.45	0.28	0.60 **	0.74

(1) The diagonal (bold) elements are the square roots of AVE values, and the off-diagonal elements are the correlations among the constructs. (2) * $p < 0.05$ and ** $p < 0.01$.

The effects of each variable on energy-saving behaviors were then examined by considering the path coefficients among the variables. The result indicated a squared multiple correlations value of 0.54. This means that approximately 54% of the variance in energy-saving behaviors could be accounted for by the linear combination of all TPB variables, which include attitude towards energy-saving behaviors, subjective norms, perceived behavioral control, and behavioral intention (see Figure 2). Hypotheses one to three state that attitude towards energy-saving behaviors ($\beta = 0.16$, $p < 0.01$), subjective norms ($\beta = 0.64$, $p < 0.01$), and perceived behavioral control ($\beta = 0.23$, $p < 0.01$) significantly impact behavioral intention, or the intention to perform energy-saving behaviors. Therefore, hypotheses one to three were accepted. However, calculating the power of effect (β) showed that subjective norms had the strongest impact on behavioral intention. The predicted path from

perceived behavioral control to energy-saving behaviors was not statistically significant ($\beta = 0.02$, $p > 0.05$). Therefore, hypothesis four was not accepted. Energy-saving behaviors were positively and significantly impacted by behavioral intention ($\beta = 0.72$, $p < 0.001$); therefore, hypothesis five was accepted. Finally, although perceived behavioral control had no significant impact on energy-saving behaviors, behavioral intention significantly mediated the relationship between perceived behavioral control and energy-saving behaviors ($\beta = 0.26$, $p < 0.05$). Therefore, hypothesis six was accepted (see Table 4).

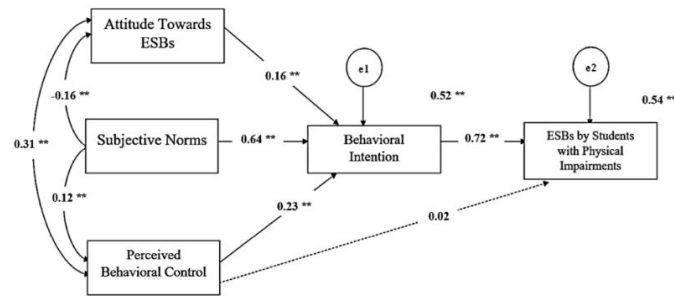


Figure 2. The structural equation modeling (SEM). (Note: ** $p < 0.001$).

Table 4. Mediation test using bootstrapping.

Path	Bootstrapping		95% Bias-Corrected CI		P
	Indirect Effect	Boot S.E.	Boot LLCI	Boot ULCI	
P→B→E	0.263	0.073	0.119	0.409	0.001

P = perceived behavioral control, B = behavioral intention, E = energy saving behaviors.

Of the studied variables, subjective norms had the strongest impact on behavioral intention, followed by perceived behavioral control (see Table 5). Attitude towards energy-saving behaviors had the weakest impact. Behavioral intention had a strong direct effect on energy-saving behaviors, while subjective norms had a strong indirect effect on energy-saving behaviors through behavioral intention.

Table 5. Direct, indirect, and total effects of exogenous variables on endogenous variables.

Exogenous Variables	Behavioral Intention			Energy-Saving Behaviors		
	DE	IE	TE	DE	IE	TE
A: Attitude towards Energy-saving behaviors	0.162	-	0.162	-	0.117	0.117
S: Subjective Norms	0.639	-	0.639	-	0.463	0.463
P: Perceived Behavioral Control	0.233	-	0.233	0.022	0.169	0.191
B: Behavioral Intention	-	-	-	0.725	-	0.725

DE = direct effect, IE = indirect effect, TE = total effect.

6. Discussion and Conclusions

This study has investigated determinants of energy-saving behaviors among high school students with physical impairments. Students with physical impairments include persons with poor manual dexterity, lower limb loss or impairment, and/or damage to one

or multiple organs of the body. Due to their mobility impairments, these students are likely to find participating in energy-saving behaviors more difficult than those with normal physical bodies. This study employed the TPB to explore how these students decide to perform energy-saving behaviors. An SEM was used to test the causal relationships among variables. The results revealed that TPB constructs accounted for a large proportion (54%) of variance in the engagement of high school students in energy-saving behaviors. This confirmed that the TPB can be used to explain energy-saving behaviors among students with physical impairments. De Leeuw et al. [82] also found that many TPB constructs could predict the engagement of high school students in PEBs. However, De Leeuw et al. [82] found that perceived behavioral control was the strongest predictor of behavioral intention, while the current study found that subjective norms were the strongest predictor of intention to perform energy-saving behaviors. This result aligns with those of Anderson [83], who found that, among TPB variables, subjective norms had the strongest positive impact on powerful variable behavioral intentions and PEBs among university students in the United States. Similarly, Gusmerotti et al. [84] found that subjective norms were the strongest predictor of high school students' PEBs related to marine litter in Italy, while attitude had a limited impact. Halder et al. [85] found that subjective norms had the second-strongest positive impact on high school students' intentions to use bioenergy. Chen and Knight [47] also found that energy-saving behaviors were strongly predicted by subjective norms.

In the present study, students with physical impairments intended to perform energy-saving behaviors if most people who were important to them also participated in energy-saving behaviors or encouraged them to practice the behaviors. Therefore, engagement in energy-saving behaviors by people who are important to students with physical impairments can significantly impact their intentions and motivation to participate in energy-saving behaviors. It can be recommended that high schools set up rules and actively adopt a pro-environmental identity so that teachers and staff will perceive energy-saving practices as part of their job duties. When students realize that energy-saving behaviors are generally engaged in by teachers and staff in a school, they are more likely to participate in the behaviors too. The results of this study demonstrated that subjective norms had a strong and direct impact on behavioral intention and that intention had a very strong impact on energy-saving behaviors. Additionally, students with physical impairments should be informed that energy-saving behaviors should be practiced by all groups of people and that people with physical impairments are not exempted. This is because environmental and resource conservation should be the moral responsibility of all groups in society. Furthermore, to promote participation in energy-saving behaviors, it is also important to enable students with physical impairments to realize that participation in energy-saving behaviors is socially accepted and that engaging in energy-wasting behaviors can be negatively viewed.

Perceived behavioral control also significantly affected the intention to perform energy-saving behaviors among students with physical impairments. Some previous studies have identified perceived behavioral control as the strongest predictor of intention to perform sustainable behaviors [73,77]. For instance, De Leeuw et al. [82] found that perceived behavioral control was the strongest predictor of intention to perform PEBs among high school students in Luxembourg. Similarly, Macove [86] found that perceived behavioral control was the strongest predictor of intention to perform energy-saving behaviors among individuals in Romania. In contrast, Swaim [87] found that perceived behavioral control was a poor predictor of students' sustainable behaviors.

The current study confirms the role of perceived behavioral control in promoting behavioral intentions and energy-saving behaviors among students with physical impairments. Enhancing students' feelings of control can encourage engagement in energy-saving behaviors. This type of student may struggle to engage in energy-saving behaviors due to mobility impairments. To promote their engagement in energy-saving behaviors, obstacles must be eliminated, and their capability to engage in energy-saving behaviors should be promoted through supportive environments. The present study found that perceived be-

havioral control did not directly impact energy-saving behaviors, but behavioral intention mediated the effect of perceived behavioral control on behaviors. This result is supported by the TPB [19], which indicates that intentions mediate the relationship between perceived behavioral control and specific behaviors. This means that the combination of perceived behavioral control and behavioral intention could significantly increase energy-saving behaviors among students with physical impairments.

To enhance energy-saving intentions and behaviors among students with physical impairments, it is important to increase their perceived behavioral control. In this way, it can be suggested that providing proper electricity control features that are easy to use for students with physical impairments is very important. For instance, the locations of light switches in a building should be convenient for people with physical impairments. In addition, building environmental control features, such as thermostat controls, must be designed in a way that is easy to use so that students can make choices in using those building environmental control features based on their environmental awareness. Most importantly, there are some social pressures that could hinder students from participating in energy-saving behaviors [88]. For instance, students may not be allowed to turn on/off electricity devices in a school without permission from a teacher, so they can hardly participate in energy-saving behaviors. In another case, students may not be allowed control over building environments without permission from the responsible staff, so their participation in energy-saving behaviors can be limited. For instance, Ackerly et al.'s study [89] shows that if there are automated notices on the windows telling the staff that it is acceptable to open or close the window, the staff become less concerned about the negative feedback of others. So, the staff can open the window instead of turning on the air conditioner when the weather outside is good. Therefore, high schools should provide students with proper physical building environments that are friendly to people with physical impairments and with electrical control features that are easy for this group of students to use. In addition, social pressures related to accessibility to a building's control features must be avoided by providing messages that give students the authority to exercise control over the building environments.

The current study also found that of the studied variables, students' attitudes toward energy-saving behaviors had the smallest effect on both behavioral intention and participation in energy-saving behaviors. Similarly, De Leeuw et al. [82] found that of the studied variables, attitude had the least power to predict high school students' intentions to perform pro-environmental behaviors [82]. Gusmerotti et al. [84] also found that attitude had a limited impact on high school students' PEBs related to marine litter in Italy. In contrast, Swaim [87] found that, among TPB constructs, attitude had the strongest influence on college and university students' intentions to engage in behaviors promoting environmental sustainability. The findings of the present study indicate that high school students with physical impairments decided to engage in energy-saving behaviors based primarily on subjective norms and perceived behavioral control. However, the effect of attitude on intention was still statistically significant. Therefore, the role of attitude should not be neglected. To create a positive attitude toward energy-saving behaviors among students with physical impairments, the students should be educated on the potential benefits of energy-saving behaviors and on the values of energy conservation. Schools can improve student perception of the benefits of individual participation in energy-saving behaviors. This can be done by showing students how much energy and money they can save for the school or their house if they take part in energy-saving behaviors. The attitude toward energy-saving behaviors depends on the evaluation of the outcome of the behavior, whether it is beneficial or pleasant. Some people may wrongly evaluate the outcomes of energy-saving behaviors, which negatively affects their attitudes toward such behaviors. For instance, some students may think that merely switching off the light for an hour in a year cannot really contribute to energy saving. However, if many people do it together following the same pattern, a great amount of energy can be saved. Therefore, this study

suggests that students should be educated on the potential outcomes of each energy-saving behavior to create a positive attitude toward the behaviors.

The present study also found that behavioral intention significantly impacted student engagement in energy-saving behaviors. This result is consistent with many previous studies that used the TPB to investigate PEBs [57,77,90,91]. Therefore, when students' intentions to perform energy-saving behaviors are enhanced, they are more likely to participate in energy-saving behaviors. As discussed above, efforts to enhance these intentions should focus on subjective norms and perceived behavioral control. Regarding the theoretical implications of the present study, it can be suggested that in predicting participation in energy-saving behaviors among high school students with physical impairments, TPB variables, all together, can have a strong power to predict the behaviors. Among the three TPB variables that are assumed to influence behavioral intention, subjective norms have the strongest effect on behavioral intention and energy-saving behaviors. Several studies that focused on the pro-environmental behaviors of normal high school students [84] and college students [92], not particularly those with physical impairments, also found that subjective norms were the strongest predictor of pro-environmental behaviors, including energy saving. This could imply that the decision to engage in pro-environmental behaviors among high school students or young people with or without physical impairments relies heavily on social influence. However, students' physical impairments could negatively affect perceived behavioral control. This study found that perceived behavioral control had the second-strongest positive impact on high school students' intentions to participate in energy-saving behaviors. It can be assumed that high school students with physical impairments are likely to face difficulties in performing energy-saving behaviors. For instance, improperly designed interior infrastructures that are not easy to use for people with physical impairments may contribute to hesitation to participate in energy-saving behaviors. Attitude had the weakest power in predicting both behavioral intention and participation in energy-saving behaviors. This implies that having only a positive attitude toward energy-saving behaviors might not be sufficient to promote participation in energy-saving behaviors among high school students with physical impairments.

In conclusion, the results of this study suggest that subjective norms and perceived behavioral control play important roles in enhancing intentions to perform energy-saving behaviors among high school students with physical impairments. The practices of people who are important to participants, such as teachers, family members, and friends, can significantly motivate this group of students to take part in energy-saving behaviors. Most importantly, obstacles that may hinder such students' engagement in energy-saving behaviors should be eliminated. These may include interior building designs that make it difficult for people with physical impairments to access electrical appliances. Difficulty using or accessing electrical devices may prevent students with physical impairments from participating in energy-saving behaviors. Compared to other TPB constructs, the power of attitude towards energy-saving behaviors to predict behavioral intentions is not that significant, but this factor should not be overlooked. Positive attitudes towards energy-saving behaviors should be promoted among students with physical impairments through education about energy-saving behaviors and their potential benefits.

7. Limitation of the Study and Future Research

There are some limitations which need to be addressed. Firstly, most participants in this study were junior high-school students. The result might not be generalizable for all high school students. Another potential limitation of this present study is its reliance on self-reports of energy-saving behaviors rather than observations and the possibility that participants might have over-estimated the extent to which they performed these behaviors. However, other studies related to pro-environmental behaviors mostly employed self-reports of pro-environmental behaviors. Thus, this study can be comparable to most other related studies. However, it can be recommended that future research should adopt

observations on actual participation in pro-environmental behaviors. This can enhance credibility and trustworthiness of research findings.

Moreover, in this study, the TPB model predicted 54.9% of energy-saving behaviors. There are some variables related to socio-economic characteristics of participants which might be also associated with energy-saving behaviors, but this study did not take them into consideration. Further studies that can include socio-economic characteristics of participants, such as age and education level, are recommended. In addition, future studies that could extend the TPB model by including additional internal variables, such as personal norm, environmental awareness, and environmental knowledge, are recommended.

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Appendix A. Questionnaire items

Variable	Question	Mean	SD
Energy-saving behaviors	E1: I switch off the lights even if I'm not using them for a short time.	6.12	0.82
	E2: Even if I didn't turn on the lights or electrical appliances, I switch them off when they are not in use.	6.13	0.82
	E3: I normally switch the computer to sleep mode if I will not be using it for at least fifteen minutes.	6.62	0.56
	E4: If the weather is good, I open the windows instead of turning on an air conditioner or a fan.	6.55	0.79
	E5: I do not switch on the lights if natural light is sufficient.	6.10	0.94
	E6: I unplug my mobile phone charger before going to bed.	6.31	0.54
Attitude towards Energy Saving Behaviors	A1: My active participation in energy-saving behaviors is a good thing.	5.50	0.66
	A2: My active participation in energy-saving behaviors at school could help reduce electricity costs.	5.20	0.58
	A3: My active participation in energy-saving behaviors could help our country minimize energy demand and expenditure.	5.21	0.56
	A4: My active participation in energy-saving behaviors could help reduce my household electricity costs.	5.68	0.65
	A5: My active participation in energy-saving behaviors sets a good example for other people.	5.35	0.63
	A6: My active participation in energy-saving behaviors helps me feel disciplined and proud of myself.	5.52	0.63
	A7: Active participation in energy-saving behaviors is a waste of time.	5.50	0.90
	A8: Active participation in energy-saving behaviors is troublesome and makes me feel stressed.	5.55	0.84

Variable	Question	Mean	SD
Subjective Norm	A9: Active participation in energy-saving behaviors makes me feel bored.	5.44	0.88
	A10: My active participation in energy-saving behaviors can make other people proud of me and earn their praise.	5.46	0.68
	S1: My class teacher thinks that I should participate in energy-saving behaviors.	6.50	0.74
	S2: My parents think that I should participate in energy-saving behaviors.	6.48	0.78
	S3: My close friends think that I should participate in energy-saving behaviors.	6.16	0.75
	S4: My classmates think that I should participate in energy-saving behaviors.	6.35	0.69
	S5: My class teacher actively participates in energy-saving behaviors.	6.53	0.72
	S6: My parents actively participate in energy-saving behaviors.	6.53	0.74
	S7: My close friends actively participate in energy-saving behaviors.	6.51	0.72
	S8: My classmates actively participate in energy-saving behaviors.	6.50	0.74
	S9: Most people actively participate in energy-saving behaviors.	6.16	0.57
Perceived Behavioral Control	S10: Most people who are important to me would agree that I actively participate in energy-saving behaviors.	6.41	0.76
	S11: Most people who are important to me encourage me to actively participate in energy-saving behaviors.	6.30	0.77
	P1: Despite my physical impairments, I can actively participate in energy-saving behaviors.	6.48	0.61
	P2: My physical impairments create an obstacle to my participation in energy-saving behaviors.	6.25	1.40
	P3: I am confident that I can actively participate in energy-saving behaviors.	6.58	0.65
	P4: My determination to perform energy-saving behaviors drives my participation in energy-saving behaviors.	6.61	0.57
	P5: It is entirely up to me whether I participate in energy-saving behaviors or not.	6.56	0.65
	P6: Even if I'm running late, I still check that all lights and electrical appliances are switched off before leaving home.	6.55	0.69
	P7: If I am exhausted, it is more difficult for me to participate in energy-saving behaviors.	6.18	1.28
	P8: If I need a lot of time to do my homework, it is more difficult for me to participate in energy-saving behaviors.	6.28	0.98
	B1: I intend to participate in energy-saving behaviors in my daily life.	6.65	0.55
Behavioral Intention	B2: I intend to switch off lights and electrical appliances before leaving home.	6.54	0.82
	B3: I will not leave the television or computer on while I am sleeping.	6.13	0.96
	B4: If my school holds a campaign to promote energy-saving behaviors, I intend to participate in energy-saving behaviors in school.	6.42	0.76

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Lampiran 5: Penyebaran Kuesioner

Wuling Air EV

Hallo, perkenalkan nama saya Rendy Alfonso, mahasiswa S1 Program Studi Manajemen, Fakultas Bisnis dan Ekonomika di Universitas Atma Jaya Yogyakarta.

Saat ini, saya sedang melakukan penelitian untuk skripsi saya yang berjudul "Analisis Dampak Green Marketing Terhadap Adopsi Kendaraan Wuling Air EV di Indonesia". Saya memohon waktu dan kesediaan Anda untuk mengisi kuesioner ini.

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Kriteria responden yang dibutuhkan yaitu:

1. Sudah memiliki / mempunyai kendaraan Wuling Air EV.
2. Pernah menggunakan kendaraan Wuling Air EV.

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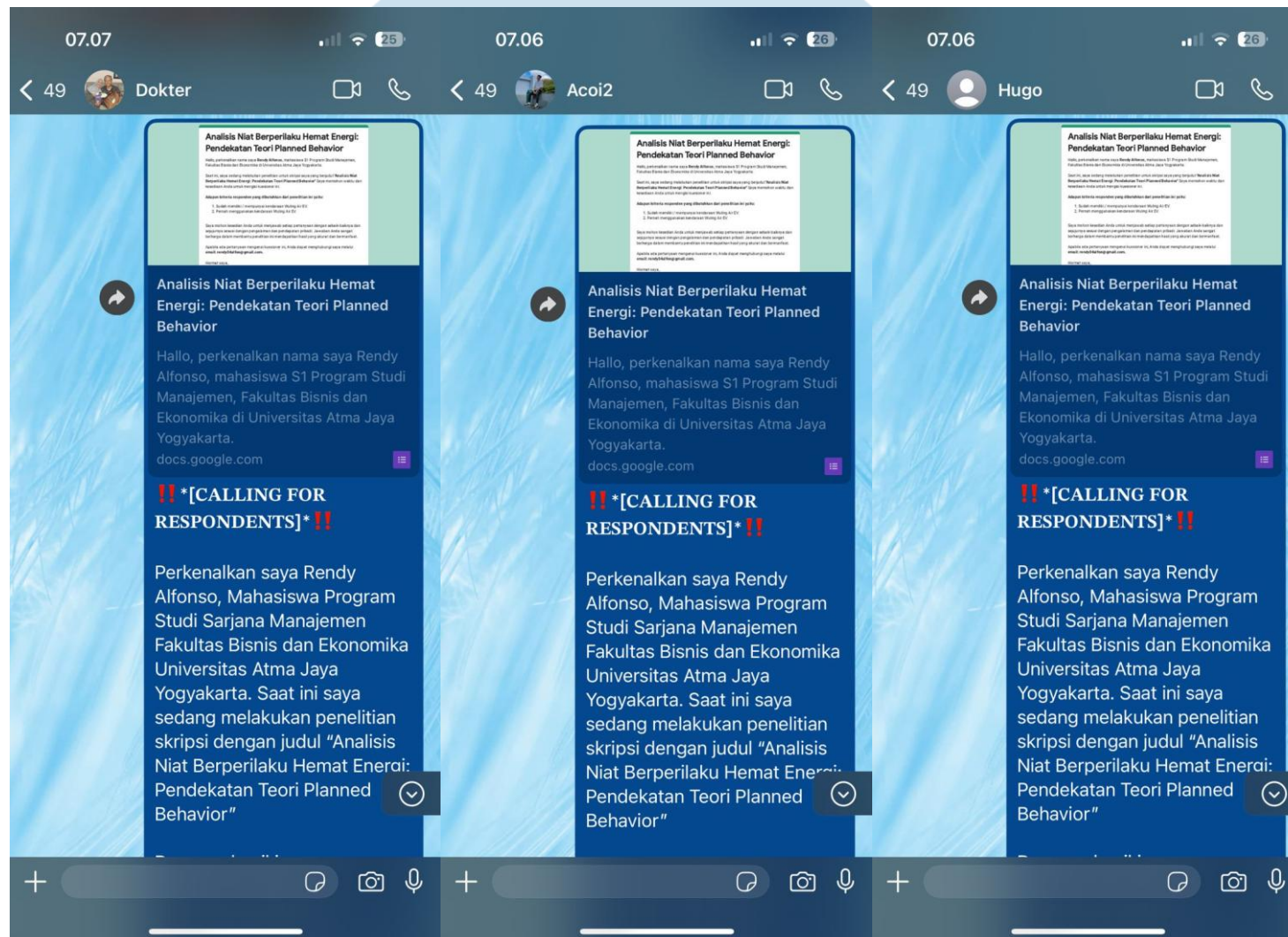
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