

## ABSTRAK

### PENGARUH PERSEPSI SISWA TENTANG PERANAN GURU DI KELAS, STRATEGI SISWA DALAM BELAJAR, DAN PERSEPSI SISWA TENTANG PENTINGNYA BELAJAR TERHADAP KEBERHASILAN STUDI

**Studi Kasus Pada Siswa Kelas XI SMA Negeri I Karangmojo**

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2009**

Penelitian ini bertujuan untuk mengetahui apakah: (1) ada pengaruh yang signifikan persepsi siswa tentang peranan guru di kelas terhadap keberhasilan studi, (2) ada pengaruh yang signifikan strategi siswa dalam belajar terhadap keberhasilan studi, (3) ada pengaruh yang signifikan persepsi siswa tentang pentingnya belajar terhadap keberhasilan studi, (4) ada pengaruh yang signifikan persepsi siswa tentang peranan guru di kelas, strategi siswa dalam belajar, dan persepsi siswa tentang pentingnya belajar secara bersama-sama terhadap keberhasilan studi.

Penelitian studi kasus ini dilaksanakan di SMA Negeri I Karangmojo pada bulan Desember 2008 sampai dengan bulan Maret 2009. Populasi dalam penelitian ini adalah siswa kelas XI sebanyak 212 siswa. Jumlah sampel dalam penelitian ini sebanyak 100 siswa, teknik pengambilan sampel dengan sampel acak proporsional. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Teknik analisis data untuk menjawab permasalahan yang pertama, kedua, dan ketiga menggunakan analisis regresi linier sederhana, sedangkan untuk menjawab permasalahan yang keempat menggunakan analisis regresi linier ganda.

Hasil penelitian ini menunjukkan bahwa: (1) ada pengaruh yang signifikan persepsi siswa tentang peranan guru di kelas terhadap keberhasilan studi ( $t_{hitung} = 2,264 > t_{tabel} = 1,661$ ); (2) ada pengaruh yang signifikan strategi siswa dalam belajar terhadap keberhasilan studi ( $t_{hitung} = 2,022 > t_{tabel} = 1,661$ ); (3) ada pengaruh yang signifikan persepsi siswa tentang pentingnya belajar terhadap keberhasilan studi ( $t_{hitung} = 3,051 > t_{tabel} = 1,661$ ); (4) ada pengaruh yang signifikan persepsi siswa tentang peranan guru di kelas, strategi siswa dalam belajar, dan persepsi siswa tentang pentingnya belajar secara bersama-sama terhadap keberhasilan studi ( $F_{hitung} = 3,999 > F_{tabel} = 2,704$ ).

**ABSTRACT**

**THE INFLUENCE OF STUDENTS' PERCEPTION ON TEACHERS' ROLE IN CLASS, STUDENTS' STRATEGY IN LEARNING, AND STUDENTS' PERCEPTION ON THE IMPORTANCE OF STUDY TO LEARNING ACHIEVEMENT**

**A Case Study on the Eleventh Grade Department of Karangmojo 1 Senior High School**

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This research aims to find out whether: (1) there is significant influence of students' perception on teachers' role in class to learning achievement, (2) there is significant influence of students' strategy in learning to learning achievement, (3) there is significant influence of students' perception on the importance of study to learning achievement, (4) there is significant influence of students' perception on teachers' role in class, students' strategy in learning, and students' perception on the importance of study simultaneously to learning achievement.

This research is a case study and conducted in Karangmojo 1 Senior High School from December 2008 up to March 2009. The population of this research were 212 students of the eleventh class. The participants of this research were 100 students. These participants were chosen by applying proportional random sampling method. The data were collected by using questionnaire and documentation. The technique of data analysis to answer the first, second, and third problem was by using the simple linier regression analysis, whereas to answer the fourth problem is by using double linier regression analysis.

The result shows that: (1) there is significant influence of students' perception on teachers' role in class to learning achievement ( $t_{\text{count}} = 2,264 > t_{\text{table}} = 1,661$ ); (2) there is significant influence of students' strategy in learning to learning achievement ( $t_{\text{count}} = 2,022 > t_{\text{table}} = 1,661$ ); (3) there is significant influence of students' perception on the importance of study to learning achievement ( $t_{\text{count}} = 3,051 > t_{\text{table}} = 1,661$ ); (4) there is significant influence of students' perception on teachers' role in class, students' strategy in learning, and students' perception on the importance of study simultaneously to learning achievement ( $F_{\text{count}} = 3,999 > F_{\text{table}} = 2,704$ ).