

ABSTRAK

TINGKAT PEMAHAMAN GURU TERHADAP STANDAR PENILAIAN PENDIDIKAN DITINJAU DARI MASA KERJA, PROFESIONALISME GURU, DAN TINGKAT PENDIDIKAN

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Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan tingkat pemahaman guru terhadap standar penilaian pendidikan ditinjau dari masa kerja, profesionalisme guru, dan tingkat pendidikan.

Penelitian ini dilaksanakan di tiga sekolah Kecamatan Ngaglik yaitu SMA N 1 Ngaglik, SMA N 2 Ngaglik, dan Madrasah Aliyah Sunan Pandanaran pada bulan Maret 2010. Sampel penelitian ini sebanyak 64 orang. Data dikumpulkan dengan metode kuesioner dan dianalisis dengan uji Anova.

Hasil penelitian menunjukkan bahwa: (1) tidak ada perbedaan tingkat pemahaman guru terhadap standar penilaian pendidikan ditinjau dari masa kerja (sig. = 0,574 > α = 0,05); (2) tidak ada perbedaan tingkat pemahaman guru terhadap standar penilaian pendidikan ditinjau dari profesionalisme guru (sig. = 0,413 > α = 0,05); (3) tidak ada perbedaan tingkat pemahaman guru terhadap standar penilaian pendidikan ditinjau dari tingkat pendidikan (sig. = 0,877 > α = 0,05).

ABSTRACT

LEVEL OF TEACHER'S UNDERSTANDING TOWARDS THE STANDARD OF EDUCATION ASSESSMENT PERCEIVED FROM THE DURATION OF SERVICES, TEACHER'S PROFESIONALISM, AND THE LEVEL OF EDUCATION

A Case Study On Teachers of Senior High Schools and Islamic Senior High Schools in District Ngaglik, Sleman

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The purpose of this research is to find out the different level of teacher's perception towards the standard of education assessment perceived from the duration of services, professionalism of teachers, and education level.

The research was conducted in one and two Ngaglik State Senior High Schools, and Sunan Pandanaran Islamic Senior High Schools in March 2010. The samples of this research were 64 teachers. Data collected by questionnaire method and analyzed by ANOVA test.

The results shows that: (1) there isn't any different level of teacher's understanding towards the standard of education assessment perceived from duration of services ($\text{sig.} = 0.574 > \alpha = 0.05$); (2) there isn't any different level of teacher's understanding towards the standard of teacher education assessment perceived from professionalism ($\text{sig.} = 0.413 > \alpha = 0.05$); (3) there isn't any different level of teacher's understanding towards the standard of teacher education assessment perceived from education level ($\text{sig.} = 0.877 > \alpha = 0.05$).