

ABSTRAK

TINGKAT KEPUASAN SISWA TERHADAP PERANAN KOMPETENSI GURU DALAM PROSES BELAJAR-MENGAJAR DI SEKOLAH (Suatu survai yang dikenakan pada siswa kelas III SMU Pangudi Luhur Yogyakarta Tahun Pelajaran 2000-2001.)

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Penelitian ini mendeskripsikan tingkat kepuasan siswa terhadap peranan kompetensi personal-sosial dan kompetensi profesional guru dalam proses belajar-mengajar di sekolah. Ada empat persoalan pokok yang hendak diungkap di dalam penelitian ini. Keempat hal tersebut adalah (a) Sejauh manakah tingkat kepuasan siswa terhadap peranan kompetensi guru dalam proses belajarnya di sekolah?; (b) Aspek-aspek kompetensi guru manakah yang memuaskan siswa dalam menjalani proses belajarnya di sekolah?; (c) Aspek-aspek kompetensi guru manakah yang perlu mendapat perhatian khusus dalam pengembangannya?; dan (d) Adakah perbedaan yang signifikan antara tingkat kepuasan siswa kelas III IPA dan kelas III IPS terhadap peranan kompetensi personal-sosial dan kompetensi profesional guru dalam proses belajarnya di sekolah?

Subjek penelitian ini adalah 69 siswa kelas III SMU Pangudi Luhur Yogyakarta Tahun Pelajaran 2000-2001. Mereka berasal dari dua program studi yaitu program IPA sebanyak 36 siswa dan program IPS sebanyak 33 siswa.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan survai. Alat penelitian ini merupakan hasil modifikasi dari alat yang disusun oleh Josefina R. Cortes dan kawan-kawan dalam bukunya *Perceptions of the "Ideal Teacher" and the Teacher in Practice in the ASEAN (Teacher Education Reform)* dan dikembangkan dengan buku-buku pendukung lainnya seperti buku *"Focus on Teaching" on introduction to education* oleh Sylvester J. Balassi (Balassi,1968), buku *Planning for Teaching on Introduction to Education* oleh Robert W. Richey (Richey,1958), dan buku Psikologi Pengajaran (Winkel,1987). Kuesioner tersebut terdiri dari variabel kompetensi personal-sosial dan kompetensi profesional guru dengan sembilan aspek yaitu emosi, sikap, kesehatan, sosialitas, kecakapan komunikasi, penguasaan materi, keterampilan didaktis, evaluasi belajar, pengelolaan kelas, dan pembelajaran dari guru. Kuesioner tersebut memiliki 76 butir (item) pernyataan.

Hasil penelitian menunjukkan bahwa :

- a. Tingkat kepuasan siswa terhadap peranan kompetensi guru dalam proses belajarnya di sekolah yang berada pada kategori sangat memuaskan berjumlah tujuh siswa (10,14%), memuaskan berjumlah 53 siswa (76,81%), dan tidak

- memuaskan berjumlah sembilan siswa (13,04%). Di samping itu, diketahui pula item kompetensi guru yang berada pada kategori sangat memuaskan berjumlah dua item (2,63%), memuaskan berjumlah 72 item (94,74%), dan tidak memuaskan berjumlah dua item (2,63 %).
- b. Aspek-aspek kompetensi guru yang memuaskan siswa dalam menjalani proses belajarnya di sekolah meliputi aspek kompetensi personal-sosial guru sebanyak delapan item (33,33%) yaitu item nomor 55, 6, 33, 24, 62, 13, 7, dan 28 serta aspek kompetensi profesional guru sebanyak 15 item (28,85%) yaitu item nomor 54, 48, 37, 29, 39, 22, 42, 67, 73, 74, 19, 2, 18, 66, dan 76.
 - c. Aspek-aspek kompetensi guru yang perlu mendapat perhatian khusus dalam pengembangannya yaitu memberikan perhatian kepada siswa secara perorangan dan mengembangkan prinsip-prinsip penelitian dan budaya penelitian.
 - d. Atas dasar taraf signifikansi 5% maupun taraf signifikansi 1% ada perbedaan yang signifikan antara frekuensi tingkat kepuasan siswa kelas III IPA dan kelas III IPS terhadap peranan kompetensi personal-sosial dan kompetensi profesional guru dalam proses belajar-mengajar di sekolah. Siswa kelas III IPA merasa lebih puas terhadap peranan kompetensi guru daripada siswa kelas III IPS.

Penelitian ini diharapkan bermanfaat sebagai balikan bagi kepala sekolah dalam mengambil kebijakan perbaikan pembelajaran; sebagai bahan acuan / informasi bagi para guru untuk introspeksi diri dalam pembelajaran; dan sebagai bahan acuan / rangsangan bagi para calon pendidik dalam membekali diri sebelum terjun ke lapangan tugas.

ABSTRACT

THE DEGREE OF STUDENT'S SATISFACTION TOWARD THE ROLE OF TEACHER'S COMPETENCE IN TEACHING -LEARNING PROCESS AT SCHOOL (A survey at third year student of SMU Pangudi Luhur Yogyakarta, academic year 2000 – 2001.)

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This research describes the degree of student's satisfaction toward the role of teacher's personal-social and professional competence in teaching-learning process at school. There were four main problems solved in this research. The four problems were as follows: *First*, how high was the degree of student's satisfaction toward the role of teacher's competence in teaching-learning process?; *Second*, were there any teacher's competence aspects satisfying the student's in doing their learning process at school?; *Third*, were there any teacher's competence aspects which need special attention in their development?; and *Fourth*, was there any significant difference between the degree of satisfaction of science class and social class toward the role of teacher's personal-social and professional competence in their learning process at school?

The subjects of this research were 69 third year students of SMU Pangudi Luhur Yogyakarta, academic year 2000-2001. They were from two study programs, 36 students of science class and 33 students of social class.

The method used in this research was descriptive method by survey. The research instruments was the result of the modification of instrument composed by Josefine R. Cortes and friends in their book *Perceptions of the "Ideal Teacher" and the Teacher in Practice in the ASEAN (Teacher Education Reform)*. The instrument was developed by other reference books, such as *Focus on Teaching an introduction to education* by Sylvester J. Balassi (Balassi,1968), *Planning for Teaching an Introduction to Education* by Robert W. Richey (Richey,1958) and *Psikologi Pengajaran* (Winkel,1987). That questionnaire consist of two variables: teacher's personal-social competence and teacher's professional competence. The teacher's personal-social competence includes teacher's emotion, attitude, health, and socialization. The teacher's professional competence includes teacher's communication skills, materials mastery, didactic skills, learning evaluation, class and learning management. That questionnaire consists of 76 statement items.

The result of this research shows that:

- a. The degree of students satisfaction toward the role of teacher's competence in their teaching-learning process at school, was vary in number of student in each degree. Seven students (10,14%) were very satisfied. Fifty three students (76,81%) were satisfied. Nine students (13,04%) were not satisfied. Besides, it

was discovered that two items (2,63%) of the teacher's competence were very satisfying, seventy two items (94,74%) were satisfying and two items (2,63%) were not satisfying.

- b. The aspects of teacher's competence which satisfied the students in carrying out their teaching-learning process at school. There were eight items (33,33%) of teacher's personal-social competence satisfied the students. They were items number 55, 6, 33, 24, 62, 13, 7, and 28. There were fifteen items (28,85%) of teacher's professional satisfied the students. They were items number 54, 48, 37, 29, 39, 22, 42, 67, 73, 74, 19, 2, 18, 66, and 76.
- c. Teacher's competence aspects which need to be developed are giving attention to individual students and developing research principals and research culture.
- d. Base on the degree of significance 5% and the degree of significance 1%, there was a significant difference between the frequency of the degree of student's satisfaction in science class and in social class toward the role of personal-social and professional teacher's competence in teaching-learning process at school. The student's of science class has higher satisfaction degree toward teacher's competence than that of social class.

This research is supposed to be beneficial as a feedback for school principle in making the learning adjustment policy; a reference and informations for teachers to look into themselves in teaching; and as stimulus for the readers of this research report especially the educator candidate in enriching themselves before they go to the real field of their job.