

ABSTRAK

Kesesuaian antara tingkat konsep diri akademik dan jurusan yang ditempuh para siswa kelas III SMA Charitas Jakarta tahun ajaran 2004-2005

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Penelitian ini termasuk penelitian deskriptif. Tujuan penelitian ini adalah memperoleh gambaran mengenai kesesuaian konsep diri akademik dan jurusan yang ditempuh para siswa. Masalah pertama adalah bagaimakah tingkat konsep diri akademik para siswa kelas III SMA Charitas Jakarta tahun ajaran 2004-2005? Masalah kedua adalah apakah ada kesesuaian antara tingkat konsep diri akademik dan jurusan yang ditempuh oleh para siswa kelas III SMA Charitas Jakarta tahun ajaran 2004-2005?

Populasi penelitian ini adalah seluruh siswa kelas III SMA Charitas Jakarta tahun ajaran 2004-2005 yang berjumlah 102 siswa dari dua jurusan yang ada yaitu jurusan IPA 26 siswa dan jurusan IPS 76 siswa. Alat pengumpul data yang digunakan adalah kuesioner konsep diri akademik siswa dan pencatatan data dokumen siswa. Kuesioner disusun oleh peneliti dengan bantuan dosen pembimbing Drs. Wens Tanlain, M.Pd. Kuesioner terdiri dari dua bagian yaitu 1) identitas dan petunjuk pengisian; 2) pernyataan-pernyataan tentang konsep diri akademik yang terdiri dari 100 item. Item pernyataan terdiri dari dua aspek yaitu aspek pengetahuan yang memuat gambaran kemampuan siswa terhadap mata pelajaran-mata pelajaran yang menjadi syarat penjurusan dan aspek cita-cita. Pencatatan data dokumen siswa mengenai nilai-nilai raport siswa sebagai syarat masuk jurusan IPA, IPS, dan Bahasa serta jurusan yang ditempuh siswa sekarang. Tehnik analisis yang digunakan adalah Chi-Kuadrat.

Hasil penelitian menunjukkan bahwa 1) jumlah siswa yang mempunyai konsep diri akademik tinggi terhadap rumpun IPA lebih banyak daripada jumlah siswa yang mempunyai konsep diri akademik rendah; 2) jumlah siswa yang mempunyai konsep diri akademik tinggi terhadap rumpun IPS lebih banyak daripada jumlah siswa yang mempunyai konsep diri akademik rendah ; 3) jumlah siswa yang mempunyai konsep diri akademik tinggi terhadap rumpun Bahasa lebih banyak daripada jumlah siswa yang mempunyai konsep diri akademik rendah ; 4) Jumlah siswa yang mempunyai hasil akademik rendah terhadap rumpun IPA lebih banyak daripada yang mempunyai hasil akademik tinggi; 5) Jumlah siswa yang mempunyai hasil akademik tinggi terhadap rumpun IPS lebih banyak daripada yang mempunyai hasil akademik rendah; 6) Jumlah siswa yang mempunyai hasil akademik tinggi terhadap rumpun Bahasa lebih banyak daripada yang mempunyai hasil akademik rendah; 7) ada kesesuaian antara konsep diri akademik, hasil akademik, dan jurusan yang ditempuh para siswa kelas III jurusan IPA dan jurusan IPS SMA Charitas Jakarta tahun ajaran 2004-2005. Namun demikian ada sejumlah siswa menempuh jurusan yang tidak sesuai. Jadi perlu dikembangkan kegiatan bimbingan dan konseling di sekolah dalam rangka mengembangkan konsep diri akademik siswa.

ABSTRACT

The conformity between the level of academic self-concept and
the field of studies of the 3rd grade students of the Charitas High School (SMA)
during academic year 2004 – 2005

Tresiyah
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This research is classified as descriptive research. The goal of this research is to get the sketch about the conformity between the academic self-concept and the field of studies which the students take. The first problem which is investigated is the level of the academic self-concept of the 3rd grade students of the Charitas high school, Jakarta, during the academic year 2004 – 2005. The second problem which is investigated is the conformity between the level of the academic self-concept and the field of studies of the 3rd grade students of the Charitas High School (SMA) during academic year 2004 – 2005.

The population of this research is the entire students of the 3rd grade of the Charitas high school in Jakarta during academic year 2004 – 2005. They consist of two field of studies: IPA (Mathematical and Natural Sciences) with 26 students and IPS (Social Studies) with 76 students. The tools for collecting the data are the questionnaire about the academic self-concept and data recording of student dokument. Questionnaire which was created by the researcher of this research with the help of the counselor, Drs. Wens Tanlain, M. Pd. The questionnaire consists of two parts. The first part is the identity and the guideline to fill out while the second part is the pronouncements about the academic self-concept which consists of 100 items. The item of the self-pronouncement consists of two aspects i.e. the aspect of knowledge which expresses the student's ability regarding the prerequisite courses for selecting field of studies and the aspect of aspiration or ideal. The data recording of student document about their grade as the prerequisite to enter the field of IPA, IPS, and language and also a field taken up by student now. The analysis technique, is the “Chi-Kuadrat” technique.

The result of this research shows that 1) the number of students who have high academic self-concept in the field of IPA is more than the number of students who have low academic self-concept; 2) the number of students who have high academic self-concept in the field of IPS is more than the number of students who have lower academic self-concept; 3) the number of students who have high academic self-concept in the field of languages is more than the number of students who have lower academic self-concept; 4) the number of students who get lower academic grade in the field of IPA is more than those who get higher academic grade; 5) the number of students who get higher academic grade in the field of IPS is more than those who get lower academic grade; 6) the number of students who get higher academic grade in the field of languages is more than those who get lower academic grade; 7) there is conformity among the academic self-concept, the academic grade, and the field of studies of the students of the 3rd grade either in the field of IPA or in the field of IPS of the Charitas High School (SMA) Jakarta during academic year 2004 – 2005. However there are several students choose the wrong fields of study so that the activities of guidance and counseling in the school to develop the academic self-concept should be developed.