

ABSTRAK

**PERBEDAAN TINGKAT PEMAHAMAN GURU EKONOMI SMA
TERHADAP STANDAR PENILAIAN PENDIDIKAN DITINJAU DARI
MASA KERJA, TINGKAT PENDIDIKAN, STATUS KEPEGAWAIAN, DAN
STATUS SERTIFIKASI**

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Penelitian ini bertujuan untuk mengetahui tingkat pemahaman guru Ekonomi SMA secara umum mengenai standar penilaian pendidikan dan mengetahui perbedaan tingkat pemahaman guru Ekonomi SMA mengenai standar penilaian pendidikan ditinjau dari masa kerja, tingkat pendidikan, status kepegawaian, dan status sertifikasi.

Jenis penelitian ini adalah penelitian kuantitatif deskriptif dan kuantitatif metode survei yang dilakukan di Sekolah Menengah Atas Negeri dan Swasta di kabupaten Klaten. Populasi penelitian sebanyak 80 guru dengan sampel 45 guru. Teknik pengambilan sampel dengan *Simple Random Sampling*. Teknik pengumpulan data menggunakan tes dan kuesioner. Uji instrumen berupa uji validitas dan reliabilitas hanya digunakan pada variabel tingkat pemahaman guru terhadap standar penilaian. Analisis data menggunakan *Independent Sample T-Test* dan *Analisis Multivariat Varian (GLM)*.

Hasil penelitian ini menunjukkan bahwa: (1) guru yang memiliki tingkat pemahaman tinggi terhadap standar penilaian pendidikan sebesar 31,1%. Guru yang memiliki tingkat pemahaman yang sedang sebanyak 62,2%. terhadap standar penilaian pendidikan Sedangkan guru dengan tingkat pemahaman yang rendah sebanyak 6,7%. (2) tidak ada perbedaan tingkat pemahaman guru terhadap standar penilaian pendidikan ditinjau dari masa kerja (Sig. 0,137 > α 0,05). (3) Tidak ada perbedaan pemahaman guru terhadap standar penilaian pendidikan ditinjau dari tingkat pendidikan (Sig. 0,291 > α 0,05). (4) Tidak ada perbedaan pemahaman guru terhadap standar penilaian pendidikan ditinjau dari status kepegawaian pada aspek kognitif (Sig. 0,55 > α 0,05). (5) terdapat perbedaan pemahaman guru yang signifikan terhadap standar penilaian pendidikan ditinjau dari status sertifikasi (nilai Sig. 0,14 > α 0,05), guru yang sudah sertifikasi memiliki pemahaman yang lebih tinggi. (6) tidak ada perbedaan pemahaman guru terhadap standar penilaian pendidikan ditinjau dari masa kerja, tingkat pendidikan, status kepegawaian, dan status sertifikasi (nilai Sig. 0,585 > α 0,05).

ABSTRACT

THE DIFFERENCE IN THE LEVEL OF ECONOMIC TEACHERS' UNDERSTANDING TOWARDS EDUCATIONAL ASSESSMENT STANDARD AS SEEN FROM THE LENGTH OF SERVICE, EDUCATION LEVEL, EMPLOYMENT STATUS, AND CERTIFICATION STATUS

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This study aimed to find out the difference in the level of senior high school economic teachers' understanding towards educational assessment standard and determined the difference in the level of senior high school economic teachers' understanding towards education assessment as seen from the length of service, education level, employment status, and certification status.

This research was a descriptive quantitative research and a quantitative survey method conducted in the public and private senior high schools in Klaten district. The population of the research was 80 teachers with the sample of 45 teachers. The samples were selected by using *Simple Random Sampling* technique. The data were collected by using tests and questionnaires. The test instruments such as validity and reliability were only used on the variable of teachers' understanding towards assessment standards. The data were analyzed by using *Independent Sample T-Test* and *Multivariate Analysis Variant (GLM)*.

The results of this study showed that: (1) teachers who had a high level of understanding towards educational assessment standard were 31.1%, teachers who had a moderate level of understanding towards educational assessment standard were 62.2%, while teachers with a low level of understanding were 6.7%; (2) there was no difference in the level of teachers' understanding towards educational assessment standard in terms of length of service (Sig. 0.137 > α 0.05); (3) there was no difference in teachers' understanding towards educational assessment standard in terms of education level (0.291 Sig. > α 0.05); (4) there was no difference in teachers' understanding towards educational assessment standard in terms of employment status on cognitive aspects (Sig. 0.55 > α 0.05); (5) there was a significant difference in teachers' understanding towards educational assessment standard in terms of certification status (Sig. 0.14 > α 0.05), in which certified teachers had higher understanding; and (6) there was no difference in teachers' understanding towards educational assessment standard in terms of length of service, education level, employment status, and certification status (Sig. 0.585 > α 0.05).