ABSTRAK

HUBUNGAN PERSEPSI TENTANG *FULL DAY SCHOOL* DENGAN STRES AKADEMIK, KARAKTER, DAN KEMANDIRIAN BELAJAR PESERTA DIDIK

Johanes A Manikno
Universitas Sanata Dharma
2021

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan persepsi siswa tentang *full day school* dengan stres akademik, karakter, dan kemandirian belajar peserta didik. Penelitian ini merupakan penelitian *ex-post facto* yang dilaksanakan pada bulan Oktober 2020. Populasi penelitian adalah seluruh peserta didik di SMA Stella Duce 2 Yogyakarta. Sampel penelitian sejumlah 131 siswa adalah siswa kelas XI IPA, IPS, dan Bahasa yang diambil dengan teknik *purposive sampling*. Data dikumpulkan dengan menggunakan kuesioner dan dianalisis dengan uji korelasi *Product Moment Pearson* .

Hasil penelitian ini menunjukkan bahwa : (1) ada hubungan persepsi tentang *full day school* dengan stres akademik dengan nilai *Correlation coefficient* sebesar +0,189 dan nilai signifikansi *(2-tailed)* sebesar 0,031; (2) ada hubungan persepsi tentang *full day school* dengan karakter peserta didik dengan nilai *Correlation coefficient* sebesar +0,376 dan nilai signifikansi *(2-tailed)* sebesar 0,000; (3) tidak ada hubungan persepsi tentang *full day school* dengan kemandirian belajar dengan nilai *Correlation coefficient* sebesar +0,149 dan nilai signifikansi *(2-tailed)* sebesar 0,89.

Kata Kunci: persepsi tentang full day school, stres akademik, karakter, dan kemandirian belajar.

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' PERCEPTION OF FULL DAY SCHOOL AND THEIR ACADEMIC STRESS, CHARACTER, AND AUTONOMOUS LEARNING

Johanes A Manikno
Sanata Dharma University
2021

This study aims to determine whether there is a correlation between students' perception of full day school and theiracademic stress, character, and autonomous learning. This research is an ex-post facto study which was conducted in October 2020. The population was all students at SMA Stella Duce 2 Yogyakarta. The research samples involved 131 eleventh grade students of Science, Social Studies, and Language Programsusing the purposive sampling technique. The data were collected using a questionnaire and analyzed using the Pearson Product Moment correlation test.

The results of this study indicate that: (1) thecorrelation between students' perception of full day school and academic stress is shown in the correlation coefficient of +0.189 and a significance value (2-tailed) of 0.031; (2) the correlation between the perception of full day school and the students' character is shown in the correlation coefficient value of +0.376 and a significance value (2-tailed) of 0.000; (3) there is no correlation between students' perception of full day school and autonomous learning, as shown by the correlation coefficient value of +0.149 and a significance value (2-tailed) of 0.89.

Keywords: persepsi tentang full day school, stres akademik, karakter, dan kemandirian belajar..