



Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan persepsi mahasiswa Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi angkatan 2002 terhadap Kurikulum Berbasis Kompetensi berdasarkan jenis kelamin dan apakah terdapat perbedaan persepsi mahasiswa Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi angkatan 2002 terhadap Kurikulum Berbasis Kompetensi berdasarkan prestasi belajar.

Populasi penelitian ini adalah mahasiswa Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi angkatan 2002 yang berjumlah 116 mahasiswa dengan rincian, 35 mahasiswa pria dan 81 mahasiswa wanita. Sampel yang diambil berjumlah 90 mahasiswa dengan rincian, 27 mahasiswa pria dan 63 mahasiswa wanita, dengan metode *proportional random sampling*. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Teknik analisis data yang digunakan adalah *one way ANOVA*.

Hasil penelitian menunjukkan bahwa tidak ada perbedaan persepsi



**ABSTRACT**

**THE PERCEPTION OF UNIVERSITY STUDENTS  
TOWARD COMPETENCY BASED CURRICULUM**

**A Case Study : University Students of Economic Education Study Program,  
Majoring at Accountancy Education, Generation of 2002  
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This research was aimed to know whether or not there was any different on university students' perception toward competency based curriculum based on sex and learning achievement.

The population of this research was university students of economic education study program majoring at accountancy education, generation of 2002, amounted to 116 students, consisted of 35 males and 81 females. The samples were 90 students, consisted of 27 males and 63 females that were taken by proportional random sampling method. The technique of data collection used were questionnaire and documentation. The data analysis technique used was one way ANOVA.

The research results showed that there was no difference of university students' perception toward competency based curriculum based on sex ( $F_{\text{count}} = 1,097 < F_{\text{table}} = 3,592$ ) and there was no difference of university students' perception toward competency based curriculum based on learning achievement