

ABSTRAK

PERBEDAAN TINGKAT PEMAHAMAN GURU EKONOMI TERHADAP STANDAR PENILAIAN PENDIDIKAN DITINJAU DARI MASA KERJA, TINGKAT PENDIDIKAN, DAN STATUS SEKOLAH

Survei: Guru Ekonomi SMA/MA di Kabupaten Sleman

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Penelitian ini bertujuan untuk mengetahui perbedaan tingkat pemahaman guru ekonomi terhadap standar penilaian pendidikan ditinjau dari masa kerja, tingkat pendidikan, dan status sekolah.

Penelitian ini adalah penelitian kuantitatif yang dilaksanakan di Sekolah Menengah Atas dan Madrasah Aliyah di Kabupaten Sleman pada bulan Mei 2013. Populasi dari penelitian ini adalah guru ekonomi yang berjumlah 44 orang. Sampel diambil dengan teknik simple random sampling. Data dikumpulkan menggunakan tes. Uji instrument berupa uji validitas dan reliabilitas hanya digunakan pada variabel tingkat pemahaman guru terhadap standar penilaian pendidikan. Analisis data menggunakan anova.

Hasil penelitian ini menunjukkan bahwa: (1) tidak ada perbedaan pemahaman guru ekonomi terhadap standar penilaian pendidikan ditinjau dari masa kerja (nilai sig. $0,954 > \alpha = 0,05$), (2) tidak ada perbedaan pemahaman guru ekonomi terhadap standar penilaian pendidikan ditinjau dari tingkat pendidikan (nilai sig. $0,297 > \alpha = 0,05$), (3) tidak ada perbedaan pemahaman guru ekonomi terhadap standar penilaian pendidikan ditinjau dari status sekolah (nilai sig. $0,609 > \alpha = 0,05$).

ABSTRACT

THE DIFFERENT PERCEPTION OF ECONOMICS TEACHERS TOWARDS THE STANDARD OF EDUCATION ASSESSMENT PERCEIVED FROM THE LENGTH OF THE SERVICE, LEVEL OF EDUCATION, AND SCHOOL STATUS

A Survey: Economics Teacher Senior High School/ Islamic Senior High School in
Sleman

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This study aims to find out the differences of the level of understanding of economics teachers toward the education assessment standards perceived from the length of service, level of education, and school status.

This research is a quantitative research conducted in Senior High School and Islamic Senior High School in Sleman district in May 2013. The population of this research were 44 economics teachers. Samples were taken by a simple random sampling technique. Data were collected by using a test. A test instrument validity and reliability were only used at variable rate teachers understanding of the assessment education standard. Data were analyzed by ANOVA.

The results show that: (1) there is no difference in the understanding of the economics teachers towards the education assessment standard perceived from the length of service (the sig. 0,954 > $\alpha = 0,05$), (2) there isn't any difference in the understanding of the economics teachers towards the education assessment standard perceived from the level of education (the sig. 0,297 > $\alpha = 0,05$), (3) there is no difference in teachers understanding towards the standard of economic assessment perceived from the status of the school in terms of education (the sig. 0,609 > $\alpha = 0,05$).