

ABSTRAK

**PERSEPSI SISWA, GURU, DAN ORANG TUA
TERHADAP UJIAN NASIONAL DITINJAU DARI STATUS SEKOLAH
Studi Kasus pada SMA-SMA di Kota Yogyakarta**

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Penelitian ini bertujuan untuk mengetahui: (1) ada tidaknya perbedaan persepsi yang signifikan terhadap Ujian Nasional antara siswa yang bersekolah di SMA dengan status sekolah terakreditasi A, B, dan C; (2) ada tidaknya perbedaan persepsi yang signifikan terhadap Ujian Nasional antara guru yang mengajar di SMA dengan status sekolah terakreditasi A, B, dan C; (3) ada tidaknya perbedaan persepsi yang signifikan terhadap Ujian Nasional antara orang tua yang menyekolahkan anaknya di SMA dengan status sekolah terakreditasi A, B, dan C.

Penelitian ini merupakan penelitian studi kasus dengan populasi penelitian yaitu siswa-siswi kelas XII IPS, guru yang mengajar mata pelajaran Bahasa Indonesia, Bahasa Inggris, dan Ekonomi/Akuntansi yang mengajar kelas XII IPS serta orang tua siswa-siswi kelas XII IPS yang menjadi subjek penelitian pada SMA-SMA di Kota Yogyakarta. Teknik pengambilan sampel dalam penelitian ini yaitu *cluster sampling* dan diperoleh 225 untuk sampel siswa; 38 untuk sampel guru; 136 untuk sampel orang tua. Data dalam penelitian ini, yang meliputi persepsi siswa, guru, dan orang tua dikumpulkan menggunakan kuesioner dengan Skala Likert yang terlebih dahulu dilakukan pengujian validitas dan reliabilitas; sedangkan data mengenai akreditasi sekolah dikumpulkan dengan teknik dokumentasi. Teknik analisis data dalam penelitian ini menggunakan *One Way ANOVA* dengan bantuan komputer program *SPSS versi 11,5 for Windows*.

Hasil pengujian menunjukkan bahwa: (1) tidak ada perbedaan persepsi yang signifikan terhadap Ujian Nasional antara yang bersekolah di SMA dengan status sekolah terakreditasi A, B, dan C (*sign value* = 0,073 > α = 0,05); (2) tidak ada perbedaan persepsi yang signifikan terhadap Ujian Nasional antara guru yang mengajar di SMA dengan status sekolah terakreditasi A, B, dan C (*sign value* = 0,558 > α = 0,05); (3) ada perbedaan persepsi yang signifikan terhadap Ujian Nasional antara orang tua yang menyekolahkan anaknya di SMA dengan status sekolah terakreditasi A, B, dan C (*sign value* = 0,024 < α = 0,05).

ABSTRACT

THE PERCEPTION OF STUDENTS, TEACHERS AND STUDENTS' PARENTS TOWARDS THE NATIONAL EXAMINATION PERCEIVED FROM THE SCHOOL STATUS A Case Study in the Senior High Schools in Yogyakarta

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The purpose of this research is to understand: (1) whether there are any significant perceptive differences towards National Examination among students who study in senior high schools (SMA) which have been credited A, B, and C; (2) whether there are any significant perceptive differences towards National Examination among teachers who teach in senior high schools (SMA) which have been credited A, B, and C; (3) whether there are any significant perceptive differences towards National Examination among parents whose children study in senior high schools (SMA) which have been credited A, B, and C.

This research is a case study research with research population namely social studies (IPS) students grade XII; teachers of Indonesian Language, English, and Economics/Accounting who teach social studies (IPS) grade XII students; and the parents of social studies (IPS) grade XII students. They became the subject of the research in senior high schools (SMA) in Yogyakarta. The technique of taking the samples in this research was *cluster sampling*. The samples were 225 students, 38 teachers, and 136 parents. The data in this research include the perception of the students, teachers, and parents obtained by using questionnaire with Likert Scale to examine its validity and its reliability; whereas the data about the credited schools were obtained by using documentation technique. The technique of analysing this research was *One Way ANOVA* with the help of *SPSS version 11.5 for Windows* computer program.

This result of the investigation shows that: (1) there isn't any significant perceptive difference towards National Examination among students who study in senior high schools (SMA) which have been credited A, B, and C (*sign value* = 0.073 > α = 0.05); (2) there isn't any significant perceptive difference towards National Examination among teachers who teach in senior high schools (SMA) which have been credited A, B, and C (*sign value* = 0.558 > α = 0.05); (3) there is any significant perceptive difference towards National Examination among parents whose children study in senior high schools (SMA) which have been credited A, B, and C (*sign value* = 0.024 < α = 0.05).