

ABSTRAK

Elis Trisnawati. NIM. 1603228. Persepsi Siswa dan Guru Terhadap “Perilaku Mengganggu di Kelas” pada Siswa SLTA Berdasarkan Sosiodemografi di Bandung. Tesis. Program Studi Psikologi Pendidikan, Sekolah Pascasarjana Universitas Pendidikan Indonesia. Pembimbing: (I) Prof. Dr. Juntika Nurihsan, M. Pd., (II) Dr. Tina Hayati Dahlan, M.Pd.,Psikolog

Perilaku mengganggu di kelas dapat menimbulkan dampak yang negatif dalam pembelajaran. Siswa dan guru selayaknya menganggap perilaku mengganggu sebagai gangguan agar suasana di dalam kelas kondusif sehingga dapat mendukung keberhasilan pembelajaran. Namun, tidak dapat dipungkiri bahwa siswa dan guru masih menganggap perilaku mengganggu di kelas tersebut merupakan hal yang biasa terjadi. Persepsi siswa dan guru terhadap perilaku mengganggu di kelas dapat dipengaruhi oleh faktor sosiodemografi di antaranya adalah jenis kelamin, jenjang kelas, jenis sekolah, lokasi sekolah, dan pengalaman mengajar. Tujuan penelitian ini adalah untuk mengidentifikasi perbedaan persepsi siswa dan guru terhadap perilaku mengganggu siswa di kelas berdasarkan sosiodemografi. Penelitian ini menggunakan metode kuantitatif untuk menguji perbedaan persepsi siswa dan guru SMA terhadap perilaku mengganggu kelas. Pengumpulan data menggunakan kuesioner. Jumlah total responden adalah 791 yang terdiri dari 400 siswa dan 391 guru dari sekolah di Kecamatan Bandung Kulon dan Parongpong. Hasil penelitian menunjukkan bahwa persepsi guru dan siswa terhadap perilaku mengganggu di kelas adalah tergolong tipe cukup mengganggu. Persepsi siswa terhadap perilaku mengganggu di kelas berdasarkan sosiodemografi yang menunjukkan perbedaan adalah jenis kelamin, jenis sekolah dan lokasi sekolah sementara berdasarkan jenjang kelas tidak menunjukkan perbedaan. Persepsi guru terhadap perilaku mengganggu di kelas berdasarkan sosiodemografi yang menunjukkan perbedaan hanya jenis kelamin sementara berdasarkan pengalaman mengajar, jenis sekolah, dan lokasi sekolah tidak menunjukkan perbedaan. Hasil penelitian ini menjadi rekomendasi bagi guru untuk memahami dan mempertimbangkan solusi terhadap perilaku yang mengganggu dalam rangka meningkatkan efektivitas pembelajaran di kelas.

Keywords: Perilaku mengganggu, sosiodemografi, persepsi, guru, siswa

ABSTRACT

Elis Trisnawati. NIM. 1603228. Students and Teachers' Perceptions toward Students High School Classroom Disruptive Behavior Based on Socio-demography in Bandung. Thesis. Educational Psychology Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia. Advisor: (I) Prof. Dr. Juntika Nurihsan, M. Pd., (II) Dr. Tina Hayati Dahlan, M.Pd., Psikolog

Classroom disruptive behavior can arouse a negative impact on learning. Students and teachers should perceive of disruptive behavior as a disruption so the atmosphere in the classroom is conducive and it can support the success of learning. However, it cannot be denied that students and teachers still perceive disruptive behavior in the classroom to be a common thing. Students and teachers' perceptions toward classroom disruptive behavior can be influenced by socio-demographic factors including sex, class level, type of school, school location, and teaching experience. The purpose of this study was to identify differences in students and teachers' perceptions towards students disruptive behaviors in classroom based on socio-demography. This study uses quantitative methods to examine differences of attitude high school students and teachers toward classroom disruptive behavior. The collection data use questionnaires. Total number of respondent are 791 which consisting of 400 students and 391 teachers from schools in Bandung Kulon and Parongpong Districts. The results showed that the perceptions of teachers and students to classroom disruptive behavior were classified as quite disturbing types. Students' perceptions of classroom disruptive behavior based on socio-demography which showed differences were sex, type of school and school location while based on class level did not show differences. Teachers' perceptions of classroom disruptive behavior based on socio-demography which showed differences only sex while based on teaching experience, type of school, and school location did not show difference. The results are recommendation for teachers to understand and consider solution toward disruptive behavior in order to improve the effectiveness of classroom learning.

Keywords: Disruptive behavior, socio-demography, perceptions, teachers, students