

Perbedaan persepsi diri terhadap tingkah laku menyontek pada kelompok siswa kelas 12 sma berdasarkan kecenderungan orientasi tujuan berprestasi pada pelajaran matematika = The difference of self perception towards academic cheating in 12th grade student groups based on goal orientation tendency on math subject / Layalia Fatharani

Layalia Fatharani, author

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Abstrak

**ABSTRAK**  
Penelitian ini dilakukan untuk mendapatkan gambaran mengenai perbedaan persepsi diri terhadap tingkah laku menyontek pada kelompok siswa kelas 12 berdasarkan kecenderungan orientasi tujuan berprestasi. Pengukuran persepsi siswa terhadap tingkah laku menyontek menggunakan alat ukur berupa kuesioner atau self-report yang dimodifikasi dari beberapa alat ukur (Anderman, Grissinger, dan Westerfield 1998; Bolin, 2004; deLambret dkk.; 2003; Lambret dkk., 2003). Pengukuran orientasi tujuan berprestasi siswa menggunakan alat ukur Patterns of Adaptive Learning Scale (PALS) yang dikembangkan oleh Midgley dkk. (2000). Responden penelitian ini berjumlah 88 siswa kelas 12 SMA yang berasal dari berbagai sekolah yang berbeda-beda. Hasil penelitian ini menunjukkan bahwa tidak terdapat perbedaan persepsi diri terhadap tingkah laku menyontek pada kelompok siswa berdasarkan kecenderungan orientasi tujuan berprestasi. Skor persepsi diri terhadap tingkah laku menyontek yang rendah terdapat pada kelompok siswa dengan kecenderungan orientasi tujuan mastery. Di sisi lain, kelompok dengan orientasi tujuan performance memiliki persepsi diri terhadap tingkah laku menyontek yang tinggi. Hasil penelitian sudah sejalan dengan teori orientasi tujuan berprestasi yang menyatakan bahwa siswa dengan kecenderungan orientasi tujuan mastery akan cenderung tidak menyontek.

**ABSTRACT**  
This study was conducted to get an idea of the difference of self-perception towards academic cheating behavior in 12th grade student groups based on achievement goal orientation tendency. The measurement of self-perception towards academic cheating using self-report questionnaire that has modified from some measurement (Anderman, Grissinger, and Westerfield 1998; Bolin, 2004; deLambret et al .; 2003; Lambret dkk., 2003). Student achievement of goal orientation were measured by Patterns of Adaptive Learning Scales (PALS) which developed by Midgley etc. (2000). This respondents were 88 high school students in 12th grade from several different schools. The results showed that there was no difference of mean of self-perception towards academic cheating on 12th grade group based on achievement goal orientation tendency. Mean of self-perception towards academic cheating are the lowest in the group of students with performance goal orientation tendencies. In the Other hand, group of student with mastery goal orientation tendencies have a high

mean of self-perception towards academic cheating. The results has been consistent with the achievement goal orientation theory which states that students with mastery goal orientation tendencies will not tend to cheat.