

CHAPTER 4

DATA ANALYSIS

In order to achieve the researcher's objectives, to find out whether or not BPK Penabur Christian Senior High School meets the criteria for an effective school according to pupils' perception and to find out what factors BPK Penabur Christian Senior High School cannot meet, the researcher distributed a questionnaire consisting of 16 statements to seventy respondents.

4.1 The pupils' perceptions towards BPK Penabur Christian Senior High School

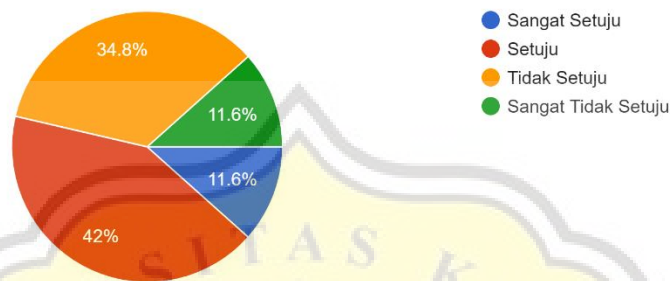
After distributing the questionnaire to the seventy respondents, the overall of the pupils' perceptions towards BPK Penabur Christian Senior High School are positive. Unfortunately, there was one negative result, which was the result of statement three. Below, all of the statements in the questionnaire will be explained. Blue will represent "Strongly Agree", red will represent "Agree", orange will represent "Disagree", green will represent "Strongly Disagree".

4.1.1 Respondents Perceptions' on "Teachers do not discipline pupils in a rigid and coercive approach"

The statement is "*Guru tidak mendisiplinkan murid dengan otoriter dan kaku*" (Teachers do not discipline pupils in a rigid and coercive approach). This statement aims to find out if pupils get disciplined in a rigid and coercive approach by their teachers.

Figure 4.1.

Teachers do not discipline pupils in a rigid and coercive approach



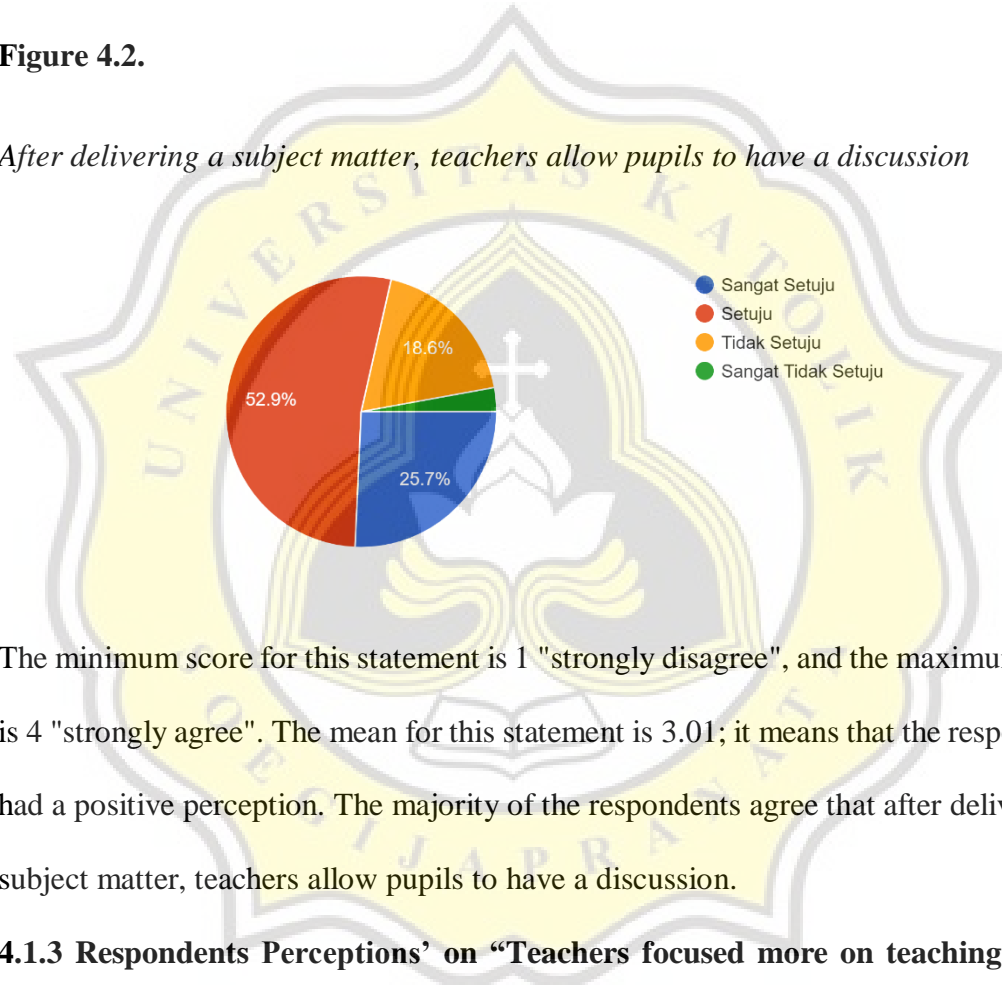
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.54; it means that the respondents had a positive perception. The majority of the respondents agree that teachers do not discipline pupils in a rigid and coercive approach. Even though this statement's result is positive, the standard deviation for this statement is high, which is .850. This means the result is heterogeneous (contradicting answers). The researcher concluded this happened because pupils' experience with teachers may vary. There are pupils who feel their teachers discipline them rigidly and coercively. There are also pupils who do not feel that their teachers discipline them rigidly and coercively

4.1.2 Respondents Perceptions' on "After delivering a subject matter, teachers allow pupils to have a discussion"

The statement is “*Selesai menyampaikan materi pelajaran, guru mengizinkan murid untuk berdiskusi*” (After delivering a subject matter, teachers allow pupils to have a discussion). This statement aims to find out if teachers allow pupils to have a discussion, after delivering a subject matter.

Figure 4.2.

After delivering a subject matter, teachers allow pupils to have a discussion



The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.01; it means that the respondents had a positive perception. The majority of the respondents agree that after delivering a subject matter, teachers allow pupils to have a discussion.

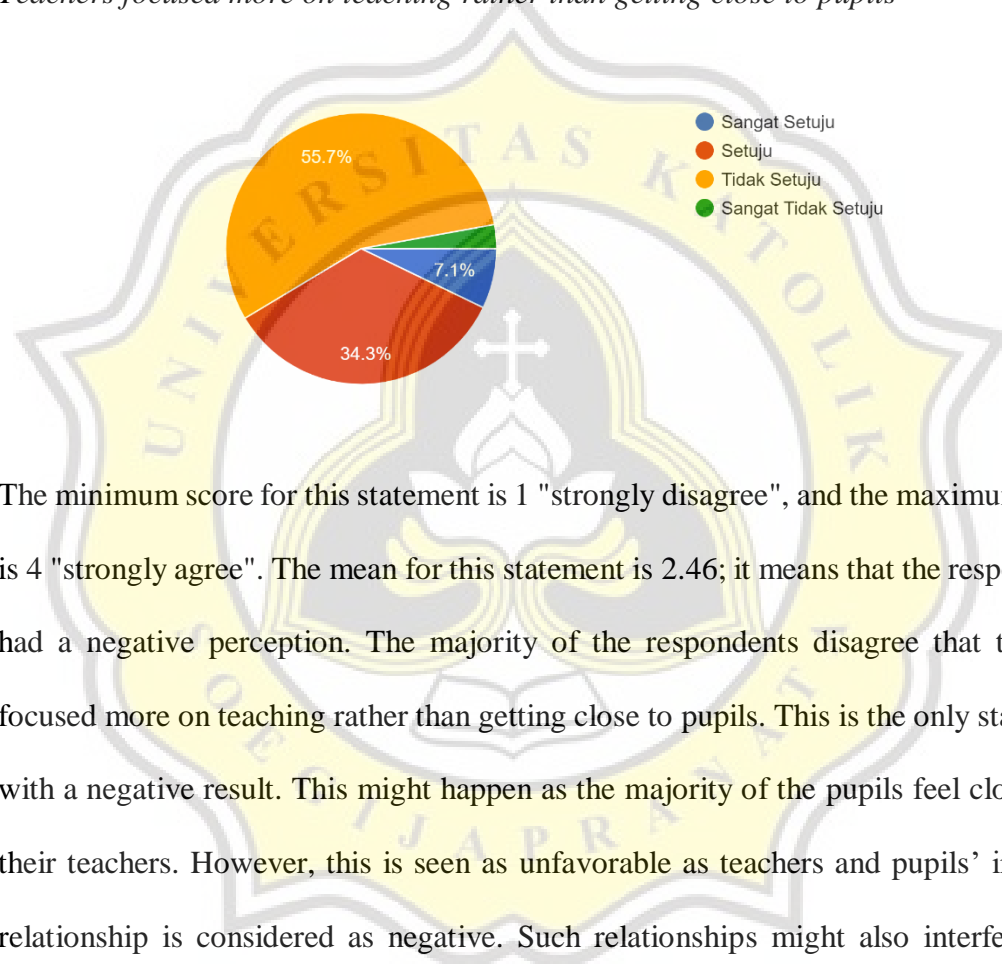
4.1.3 Respondents Perceptions' on “Teachers focused more on teaching rather than getting close to pupils”

The statement is “*Guru lebih fokus mengajar daripada mengakrabkan diri dengan murid*” (Teachers focused more on teaching rather than getting close to pupils). This

statement aims to find out if teachers are more focused on teaching rather than getting close to their pupils.

Figure 4.3

Teachers focused more on teaching rather than getting close to pupils



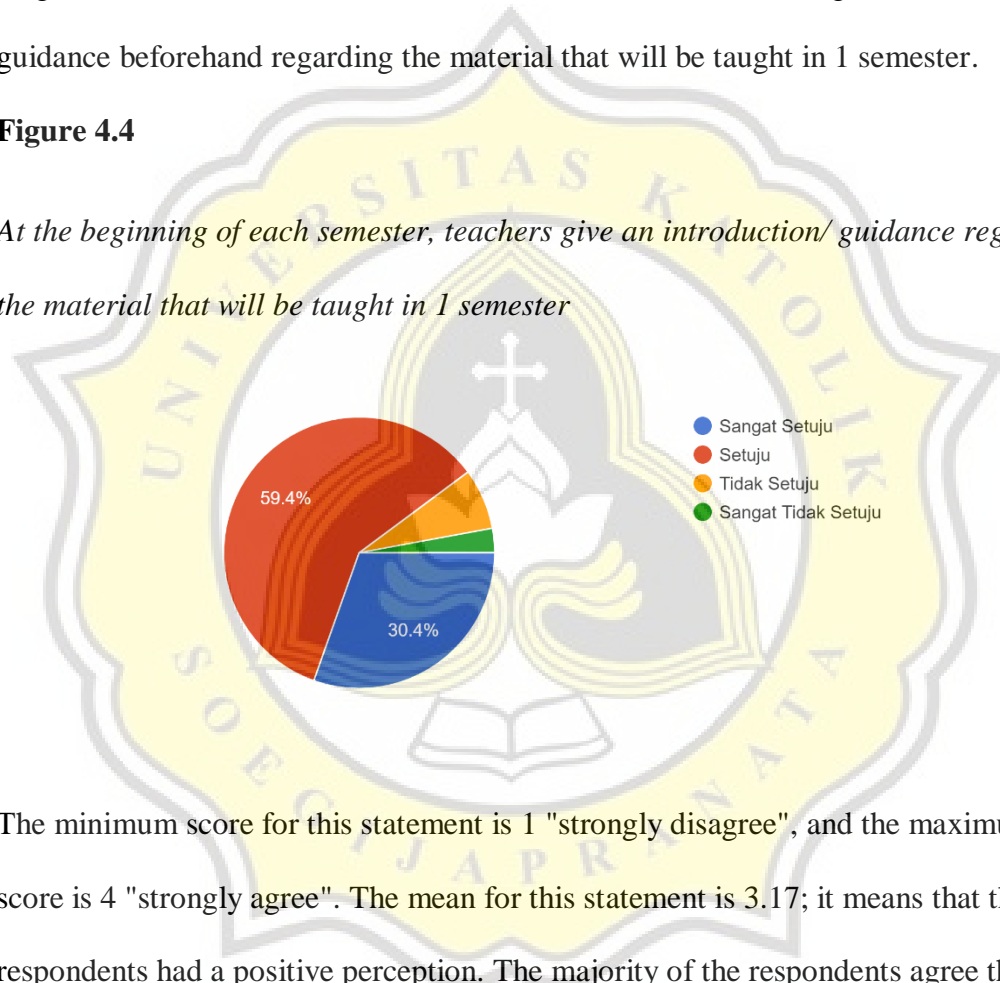
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.46; it means that the respondents had a negative perception. The majority of the respondents disagree that teachers focused more on teaching rather than getting close to pupils. This is the only statement with a negative result. This might happen as the majority of the pupils feel close with their teachers. However, this is seen as unfavorable as teachers and pupils' informal relationship is considered as negative. Such relationships might also interfere with pupils' learning process.

4.1.4 Respondents Perceptions' on "At the beginning of each semester, teachers give an introduction/ guidance regarding the material that will be taught in 1 semester"

The statement is “*Di awal semester, guru memberi pengantar/ panduan mengenai materi-materi yang akan diajarkan dalam 1 semester*” (At the beginning of each semester, teachers give an introduction/ guidance regarding the material that will be taught in 1 semester). This statement aims to find out if teachers give an introduction/ guidance beforehand regarding the material that will be taught in 1 semester.

Figure 4.4

At the beginning of each semester, teachers give an introduction/ guidance regarding the material that will be taught in 1 semester



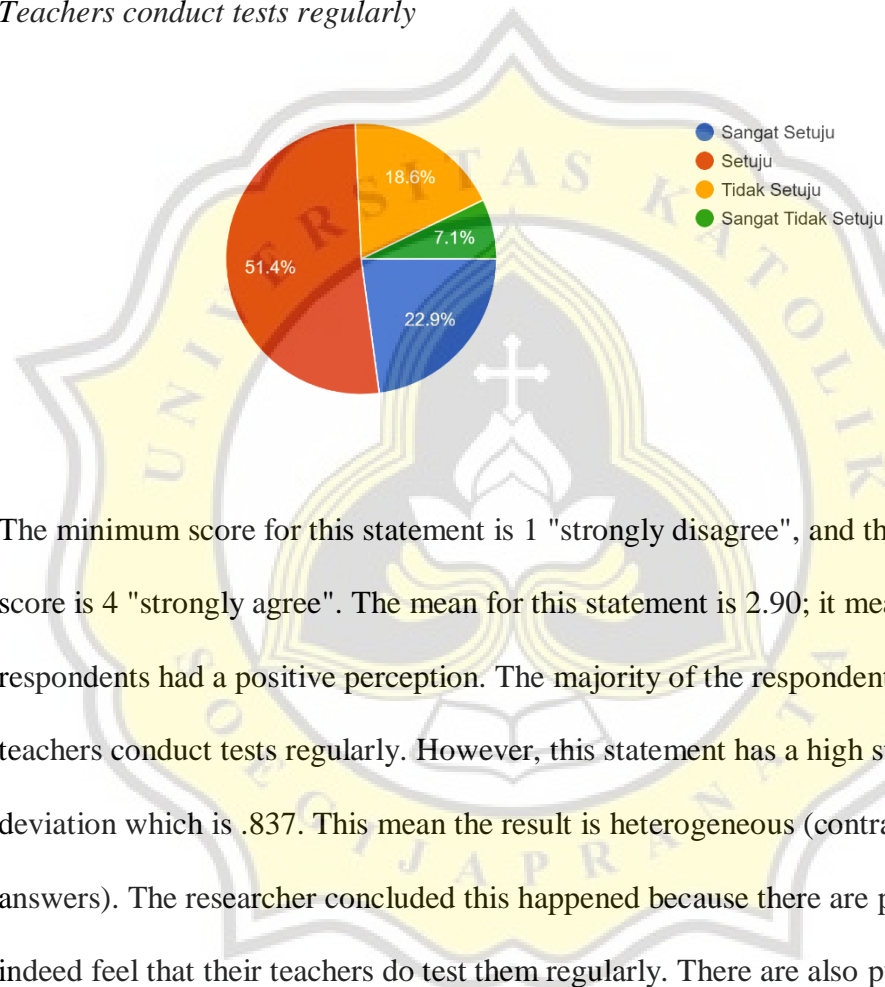
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.17; it means that the respondents had a positive perception. The majority of the respondents agree that at the beginning of each semester, teachers give an introduction/ guidance regarding the material that will be taught in 1 semester.

4.1.5 Respondents Perceptions' on “Teachers conduct tests regularly”

The statement is “*Guru mengadakan ulangan/ test secara rutin*” (Teachers conduct tests regularly). This statement aims to find out if teachers give tests to pupils regularly.

Figure 4.5.

Teachers conduct tests regularly



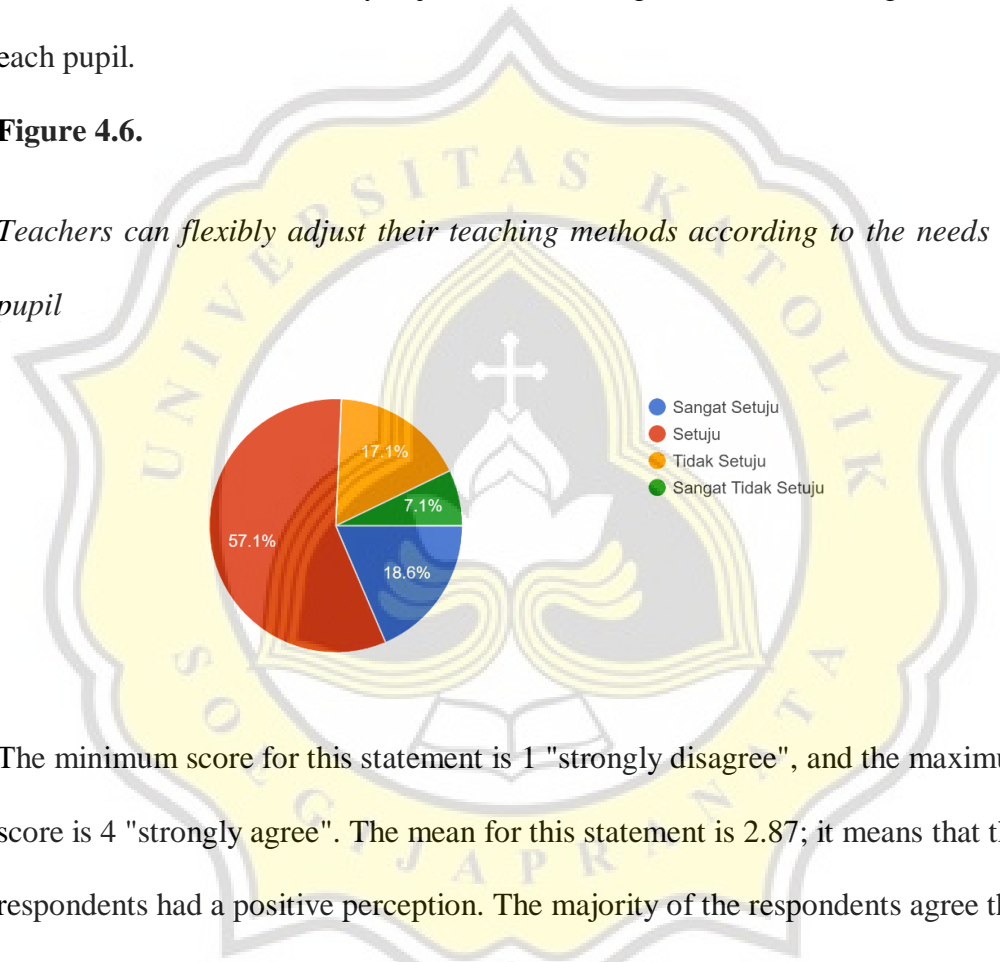
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.90; it means that the respondents had a positive perception. The majority of the respondents agree that teachers conduct tests regularly. However, this statement has a high standard deviation which is .837. This means the result is heterogeneous (contradicting answers). The researcher concluded this happened because there are pupils who indeed feel that their teachers do test them regularly. There are also pupils who feel that their teachers need to test them more frequently.

4.1.6 Respondents Perceptions' on “Teachers can flexibly adjust their teaching methods according to the needs of each pupil”

The statement is “*Guru dapat dengan fleksibel menyesuaikan metode mengajarnya sesuai dengan kebutuhan masing-masing murid*” (Teachers can flexibly adjust their teaching methods according to the needs of each pupil). This statement aims to find out if teachers are able to flexibly adjust their teaching methods according to the needs of each pupil.

Figure 4.6.

Teachers can flexibly adjust their teaching methods according to the needs of each pupil



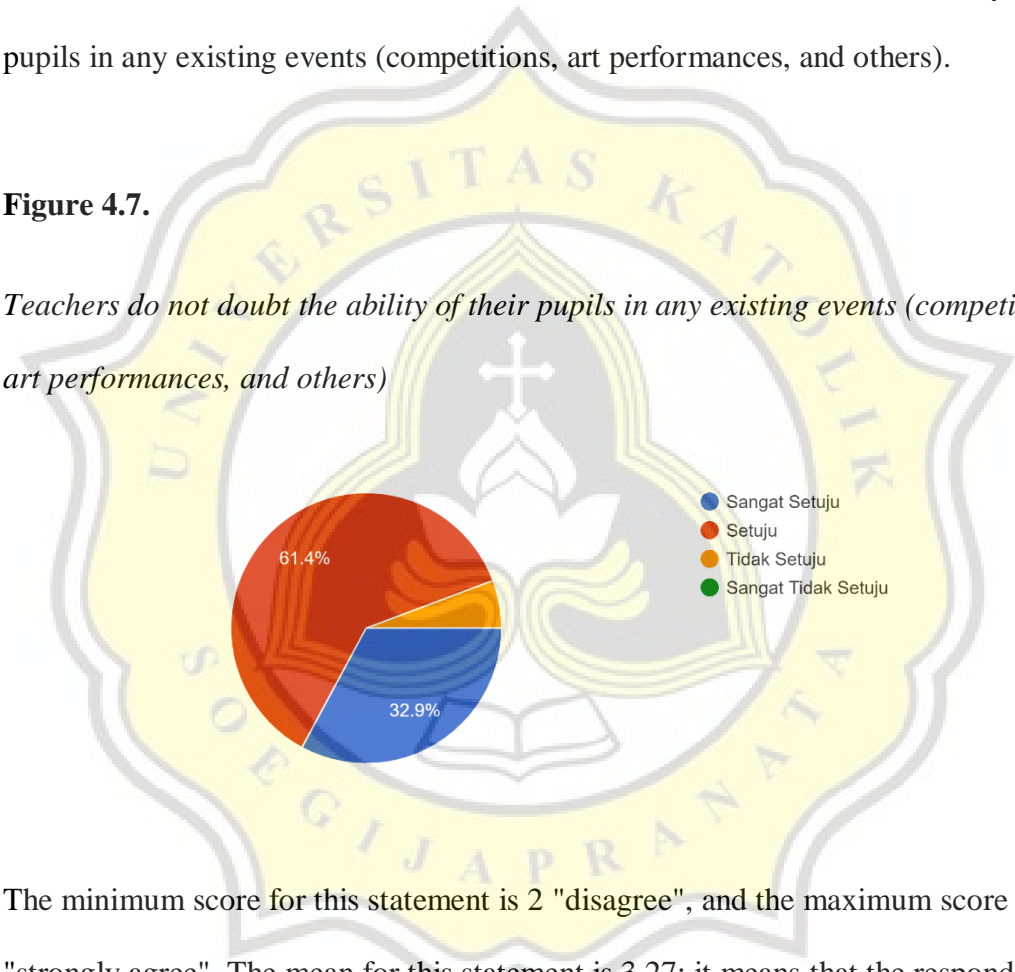
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.87; it means that the respondents had a positive perception. The majority of the respondents agree that teachers can flexibly adjust their teaching methods according to the needs of each pupil.

4.1.7 Respondents Perceptions' on “Teachers do not doubt the ability of their pupils in any existing events (competitions, art performances, and others)”

The statement is “*Guru tidak meragukan kemampuan muridnya pada setiap acara yang ada (lomba, pertunjukan seni, dan yang lainnya)*” (Teachers do not doubt the ability of their pupils in any existing events (competitions, art performances, and others)). This statement aims to find out if teachers have no doubt on the ability of their pupils in any existing events (competitions, art performances, and others).

Figure 4.7.

Teachers do not doubt the ability of their pupils in any existing events (competitions, art performances, and others)



The minimum score for this statement is 2 "disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.27; it means that the respondents had a positive perception. The majority of the respondents agree that teachers do not doubt the ability of their pupils in any existing events (competitions, art performances, and others). The mean for this statement is the highest among all the other statements. The very high mean for this statement might happen because the

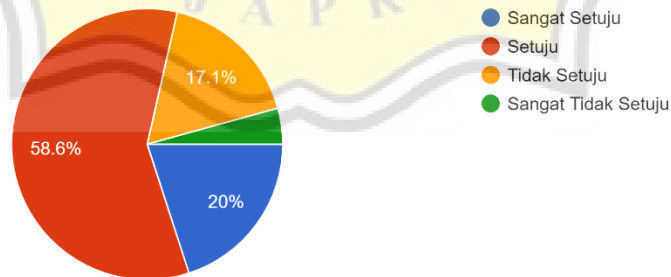
school encourages all teachers to believe in their pupils' ability. Thus, resulting in the majority of the pupils choosing to answer agree and very agree.

4.1.8 Respondents Perceptions' on "Teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved)"

The statement is "*Guru memberi tugas/ ulangan dengan tingkat kesulitan yang cukup untuk mengasah kemampuan murid (soal agak sulit namun masih bisa diselesaikan)*" (Teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved)). This statement aims to find out if teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved).

Figure 4.8.

Teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved)



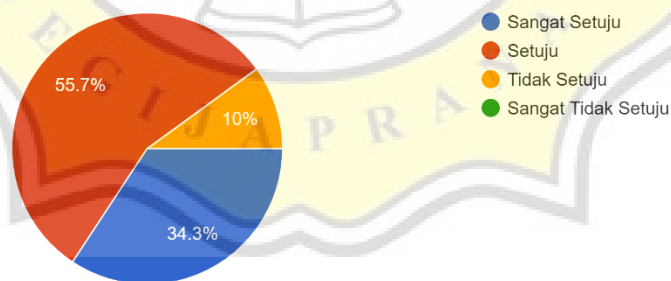
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.94; it means that the respondents had a positive perception. The majority of the respondents agree that teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved).

4.1.9 Respondents Perceptions' on "Teachers apply school rules fairly to their pupils"

The statement is "*Guru menerapkan aturan sekolah secara adil kepada murid-muridnya*" (Teachers apply school rules fairly to their pupils). This statement aims to find out if teachers apply the same rules to every pupil.

Figure 4.9.

Teachers apply school rules fairly to their pupils



The minimum score for this statement is 2 "disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.24; it means that the respondents had a positive perception. The majority of the respondents agree that teachers apply

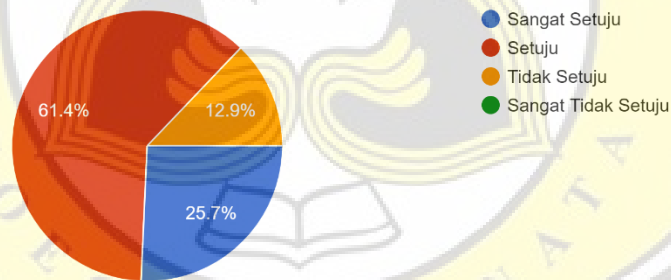
school rules fairly to their pupils. The high mean for this statement might resulted from teachers do not punish pupils subjectively.

4.1.10 Respondents Perceptions' on "Teachers do not easily punish their pupils for small mistakes"

The statement is "*Guru tidak dengan mudah menghukum muridnya atas kesalahan kecil*" (Teachers do not easily punish their pupils for small mistakes). This statement aims to find out if pupils don't easily get punished by their teachers.

Figure 4.10

Teachers do not easily punish their pupils for small mistakes



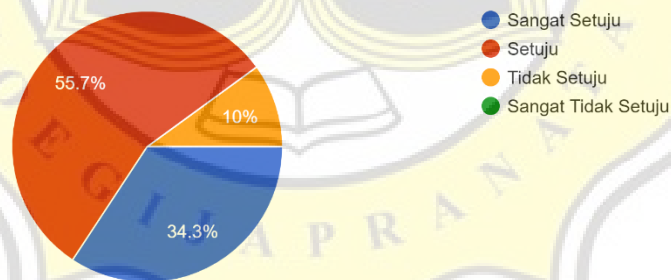
The minimum score for this statement is 2 "disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.13; it means that the respondents had a positive perception. The majority of the respondents agree that teachers do not easily punish their pupils for small mistakes.

4.1.11 Respondents Perceptions' on "School report not only covers academic grades, but also social development (notes for parents on school report)"

The statement is "*Rapor tidak hanya merekap nilai akademik, namun juga perkembangan sosial (catatan untuk orang tua pada rapor)*" (School report not only covers academic grades, but also social development (notes for parents on school report)). This statement aims to find out if BPK Penabur Christian Senior High School's school report also covers pupils' social development besides their academic grades.

Figure 4.11.

School report not only covers academic grades, but also social development (notes for parents on school report)



The minimum score for this statement is 2 "disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.24; it means that the respondents had a positive perception. The majority of the respondents agree that the school report not only covers academic grades, but also social development (notes for parents on

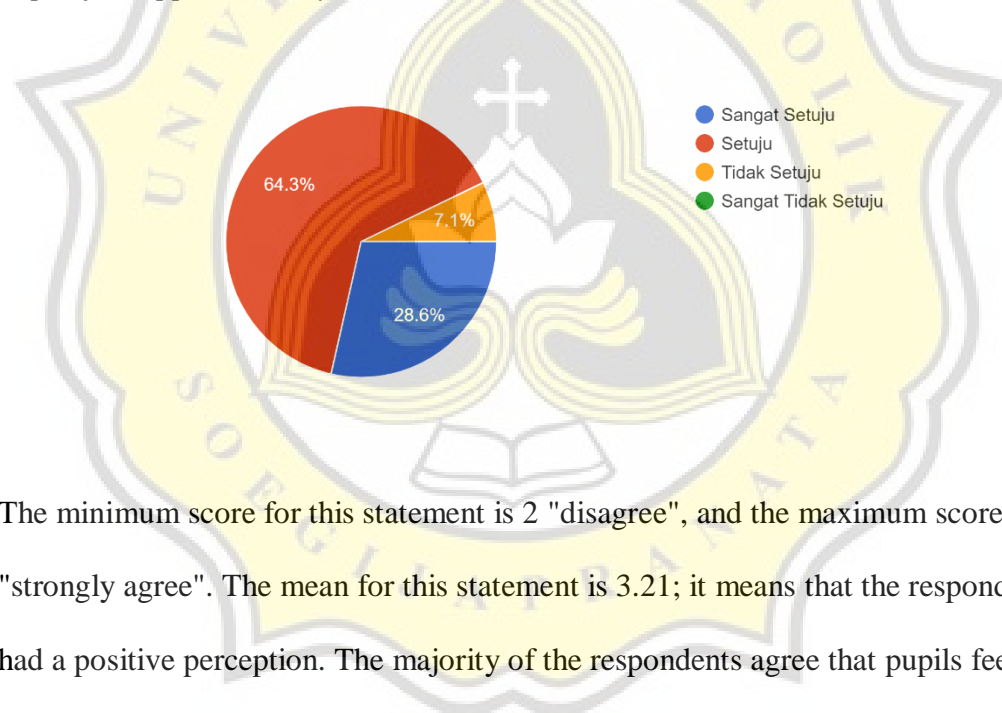
school report). This statement has a high meaning. The researcher concluded that the school also pays attention to pupils' social growth.

4.1.12 Respondents Perceptions' on "Pupils feel appreciated by their teachers"

The statement is "*Murid merasa dihargai oleh gurunya*" (Pupils feel appreciated by their teachers). This statement aims to find out if pupils feel valued by the teachers.

Figure 4.12.

Pupils feel appreciated by their teachers



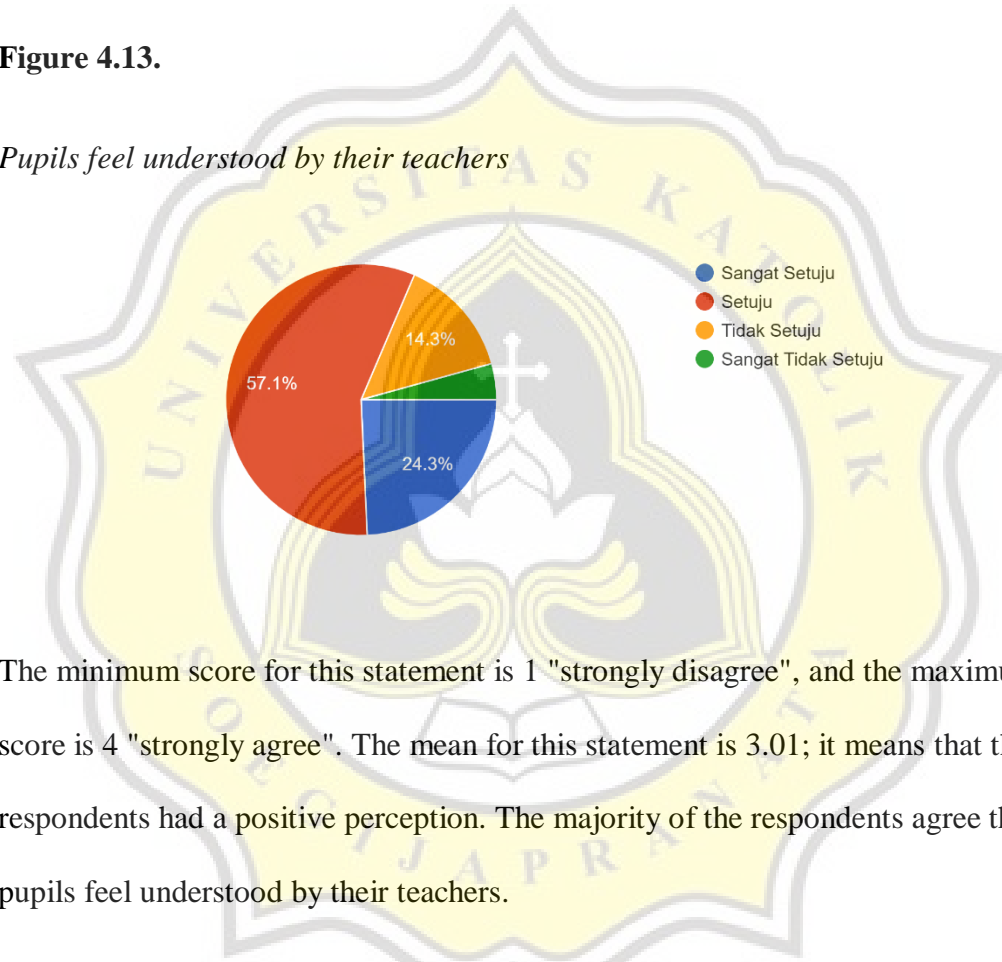
The minimum score for this statement is 2 "disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.21; it means that the respondents had a positive perception. The majority of the respondents agree that pupils feel appreciated by their teachers. Teachers pay attention to each of their pupils

4.1.13 Respondents Perceptions' on "Pupils feel understood by their teachers"

The statement is “*Murid merasa dimengerti oleh gurunya*” (Pupils feel understood by their teachers). This statement aims to find out if pupils feel understood by their teachers.

Figure 4.13.

Pupils feel understood by their teachers



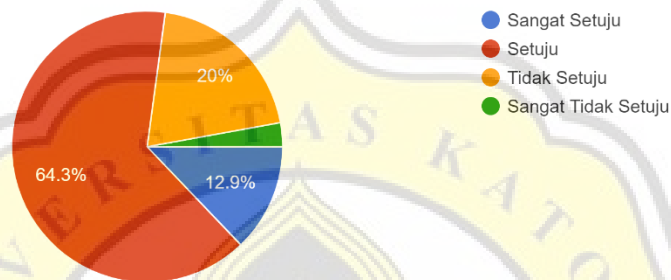
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 3.01; it means that the respondents had a positive perception. The majority of the respondents agree that pupils feel understood by their teachers.

4.1.14 Respondents Perceptions' on “Teachers encourage pupils to make their own study groups”

The statement is “*Guru mendorong murid untuk membuat kelompok belajar sendiri*” (Teachers encourage pupils to make their own study groups). This statement aims to find out if pupils are encouraged by teachers to make their own study groups.

Figure 4.14.

Teachers encourages pupils to make their own study groups



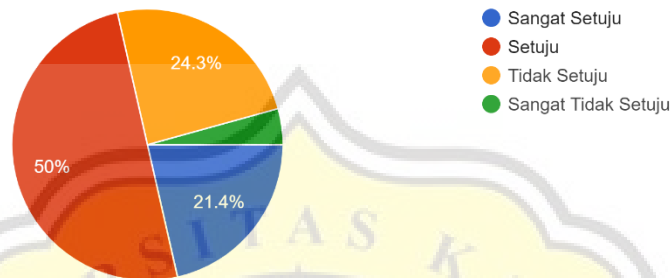
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.89; it means that the respondents had a positive perception. The majority of the respondents agree that teachers encourage pupils to make their own study groups.

4.1.15 Respondents' Perceptions' on "Parents are willing to participate in school activities (school bazaar, etc.)"

The statement is "*Orang tua bersedia untuk berpartisipasi dalam kegiatan-kegiatan sekolah (bazaar sekolah, dll)*" (Parents are willing to participate in school activities (school bazaar, etc.)). This statement aims to find out if parents are active in school activities (school bazaar, etc.).

Figure 4.15.

Parents are willing to participate in school activities (school bazaar, etc.)



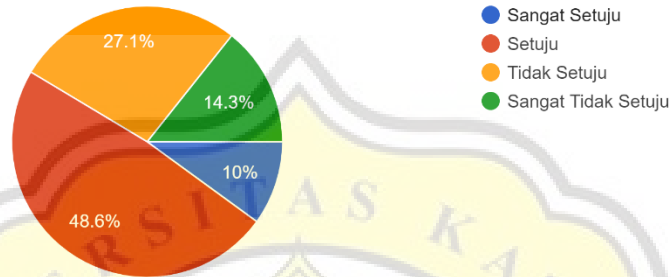
The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.89; it means that the respondents had a positive perception. The majority of the respondents agree that parents are willing to participate in school activities (school bazaar, etc.).

4.1.16 Respondents Perceptions' on "Parents are willing to help pupils in doing their homework"

The statement is "*Orang tua bersedia membantu murid dalam mengerjakan PR (Pekerjaan Rumah)*" (Parents are willing to help pupils in doing their homework). This statement aims to find out if pupils are helped by their parents in doing their homework.

Figure 4.16.

Parents are willing to help pupils in doing their homework



The minimum score for this statement is 1 "strongly disagree", and the maximum score is 4 "strongly agree". The mean for this statement is 2.54; it means that the respondents had a positive perception. The majority of the respondents agree that parents are willing to help pupils in doing their homework. However, this statement's standard deviation is .863, which is considered high. This means the result is heterogeneous (contradicting answers). The researcher concluded that there may still be parents who only focused on their career.

4.2 How the pupils' perceptions meet the criteria of an effective school

The perceptions of the pupils meet the criteria of an effective school because BPK Penabur Christian Senior High School has a positive perception.

Table 4.1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Soal_1	69	1	4	2.54	.850
Soal_2	70	1	4	3.01	.752
Soal_3	70	1	4	2.46	.674
Soal_4	69	1	4	3.17	.685
Soal_5	70	1	4	2.90	.837
Soal_6	70	1	4	2.87	.797
Soal_7	70	2	4	3.27	.563
Soal_8	70	1	4	2.94	.740
Soal_9	70	2	4	3.24	.624
Soal_10	70	2	4	3.13	.612
Soal_11	70	2	4	3.24	.624
Soal_12	70	2	4	3.21	.562
Soal_13	70	1	4	3.01	.752
Soal_14	70	1	4	2.89	.649
Soal_15	70	1	4	2.89	.790
Soal_16	70	1	4	2.54	.863
Soal_Total	70	33	58	47.24	4.723
Valid N (listwise)	69				

Note.

With 2,54 mean, the statement ‘Teachers do not discipline pupils in a rigid and coercive approach’ which is number one, fulfills the factor of shared vision and goals (consistency of practice). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers it important to avoid a rigid and coercive approach to discipline. Thus, statement number one proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,01 mean, the statement ‘After delivering a subject matter, teachers allow pupils to have a discussion’ which is number two, fulfills the factor of concentration on

teaching and learning (maximization of learning time). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers the proportion of teachers' time spent discussing the content of work with pupils as opposed to routine matters and the maintenance of work activity. Thus, statement number two proves that BPK Penabur Christian Senior High School meets the criteria of an effective school.

With 2,46 mean, the statement 'Teachers focused more on teaching rather than getting close to pupils' which is number three, does not fulfill the factor of concentration on teaching and learning (maximization of learning time). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School missed to take into consideration the proportion of time in lessons devoted to learning or to interaction with pupils. Thus, for statement number three, BPK Penabur Christian Senior High School does not meet the criteria of an effective school.

With 3,17 mean, the statement 'At the beginning of each semester, teachers give an introduction/ guidance regarding the material that will be taught in 1 semester' which is number four, fulfills the factor of purposeful teaching (clarity of purpose). From here it can be concluded that pupils have the perception that BPK Penabur Senior High School has their teachers to clearly explain the objectives of the lesson at the outset and refer to these throughout the lesson to maintain focus. Thus, statement number four proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,90 mean, the statement 'Teachers conduct tests regularly' which is number five fulfills the factor of purposeful teaching (structured lessons). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School's Regularly testing for progress with immediate feedback of the results. Thus, statement number five proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,87 mean, the statement 'Teachers can flexibly adjust their teaching methods according to the needs of each pupil' which is number six fulfills the factor of purposeful teaching (adaptive practice). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School's teachers are sensitive to differences in the learning styles of pupils and, where feasible, identify and use appropriate strategies. Thus, statement number six proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,27 mean, the statement 'Teachers do not doubt the ability of their pupils in any existing events (competitions, art performances, and others)' which is number seven fulfills the factor of high expectations (high expectations all around). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers high expectations to be more effective when they are part of a general culture which places demands on everyone in the school. Thus, statement number seven proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,94 mean, the statement 'Teachers give assignments/tests with a sufficient level of difficulty to challenge pupils' abilities (the questions are a bit difficult but can still be solved)' which is number eight fulfills the factor of high expectations (providing intellectual challenge). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers progress was greatest, when pupils were stimulated and challenged. Thus, statement number eight proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,24 mean, the statement 'Teachers apply school rules fairly to their pupils' which is number nine fulfills the factor of Positive Reinforcement (clear and fair discipline). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers discipline to be effective where it involves consistently enforcing fair rules and being wise in use of actual punishment. Thus, statement number nine proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,13 mean, the statement 'Teachers do not easily punish their pupils for small mistakes' which is number ten fulfills the factor of positive reinforcement (clear and fair discipline). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers it important to avoid a rigid and coercive approach to discipline. Thus, statement number ten proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,24 mean, the statement 'School report not only covers academic grades, but also social development (notes for parents on school report)' which is number eleven

fulfills the factor of monitoring Progress (monitoring pupil performance). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers teachers' judgement of their pupils in social development to be important. Thus, this statement proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,21 mean, the statement 'Pupils feel appreciated by their teachers' which is number twelve fulfills the factor of pupil rights and responsibilities (raising pupil self-esteem). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers that there are positive effects where teachers accorded respect to pupils. Thus, statement number twelve proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 3,01 mean, the statement 'Pupils feel understood by their teachers' which is number thirteen fulfills the factor of pupil rights and responsibilities (raising pupil self-esteem). From here it can be concluded that pupils have the perception BPK Penabur Christian Senior High School considers that there are positive effects where teachers attempt to understand their pupils. Thus, statement number thirteen proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,89 mean, the statement 'Teachers encourage pupils to make their own study groups' which is number fourteen fulfills the factor of Pupil Rights and Responsibilities (Control of work). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers it effective where teachers encouraged their pupils to manage their work independently. Thus, statement number

fourteen proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,89 mean, the statement 'Parents are willing to participate in school activities (school bazaar, etc.)' which is number fifteen fulfills the factor of home-school partnership (parental involvement). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers parental presence in the school buildings, and participation in committees, events and other activities all had positive effects on achievement. Thus, statement number fifteen proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.

With 2,54 mean, the statement 'Parents are willing to help pupils in doing their homework' which is number sixteen fulfills the factor of home-school partnership (parental involvement). From here it can be concluded that pupils have the perception that BPK Penabur Christian Senior High School considers parents who are involved may expand pupils' active learning time (e.g., by working with children themselves especially for younger children, or by supervising homework). Thus, statement number sixteen proves that BPK Penabur Christian Senior High School meet the criteria of an effective school.