THE ANALYSIS of TEST ITEMS of ECONOMICS-ACCOUNTING FINAL EXAMINATION of EVEN SEMESTER for GRADE XI IPS STUDENTS of MAN 2 YOGYAKARTA in ACADEMIC YEAR 2015/2016

UNDERGRADUATE THESIS

The undergraduate thesis is submitted in partial fulfillment of the requirements to obtain the degree of Bachelor of Education in Faculty of Economics

Yogyakarta State University



By:

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2016

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Hereby I declared that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinions written or published by others, except as references or citation by following the prevalent procedure of scientific writing.

Yogyakarta, January 2017 The Author,

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MOTTO

- "Alloh will raise those who have believed among you and those who were given knowledge, by degrees." (Al-Mujadila: 11)
- "Science without religion is the greatest tragedy of man." (Albert Einstein)
- "It is not beauty that we decorate the clothes, since the real beauty is the beauty with the knowledge and courtesy." (Mahfudzot)
- "I never dreamed about success, i worked for it." (Estee Lauder)
- Intelligence is not the determinant of success, but hard work is the real determinant of success.

DEDICATION

Bismillahirrahmannirrahim, this undergraduate thesis was dedicated to:

- My beloved parents, *Bapak Amin Noor Rokhman* and *Ibu Ngadiyem* for their endless love and support as well.
- My beloved husband *Bagus Triatmojo* and My beloved daughter *Afia Hanun Azzahra* patience and encouragement, and motivation as well.
- My beloved brother, Arif Rokhman and his wife Danar Tri Palupi.
- My extended family for their endless support.
- All of my friends for their a lot of support, encouragement, and motivation as well.
- All of my comrades, Accounting Education 2012 I for their great motivation, advice, and recommendation as well in organizing this undergraduate thesis.
- My beloved almamater, which is Yogyakarta State University (UNY).

ANALISIS BUTIR SOAL ULANGAN KENAIKAN KELAS SEMESTER GENAP EKONOMI AKUNTANSI KELAS XI IPS di MAN 2 YOGYAKARTA TAHUN AJARAN 2015/2016

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kualitas butir soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016yang ditinjau dari validitas, reliabilitas, tingkat kesukaran, daya pembeda dan indeks pengecoh.

Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek dalam penelitian ini adalah peserta didik kelas XII IPS MAN 2 Yogyakarta. Teknik pengumpulan data dilakukan dengan metode dokumentasi. Data yang diperoleh dianalisis menggunakan program Anates Versi 4.09.

Hasil dari penelitian ini adalah : (1) Berdasarkan validitas, diperoleh data hasil analisis butir soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016 butir soal valid berjumlah 22 butir (55%) dan butir soal yang tidak valid berjumlah 18 butir (45%); (2) Berdasarkan reliabilitas, soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016 memiliki reliabilitas keseluruhan 0,73; (3) Berdasarkan daya pembeda, hasil dari analisis yang telah dilakukan terhadap butir soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016 menunjukkan bahwa yang termasuk dalam kategori sangat buruk berjumlah 6 (15%), soal dengan kategori buruk berumlah 5 (12,5%), soal dengan daya pembeda cukup baik berjumlah 10 (25%), soal dengan daya pembeda baik berjumlah 10 (25%), dan soal dengan daya pembeda yang sangat baik berjumlah 9 (22,5%); (4) Berdasarkan tingkat kesukaran, menurut hasil analisis soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016 diketahui bahwa jumlah butir soal yang memiliki kualitas sangat mudah adalah 2 (5%), Butir soal yang memiliki kualitas mudah berjumlah 8 (20%), butir soal yang memiliki kualitas sedang berjumlah 24 (60%), butir soal yang memiliki kualitas sukar berjumlah 5 (12,5%), dan butir soal yang memiliki kualitas sangat sukar berjumlah 1 (2,5%); (5) Berdasarkan indeks pengecoh, hasil analisis butir soal Ulangan Kenaikan Kelas Semester Genap Ekonomi Akuntansi Kelas XI IPS di MAN 2 Yogyakarta tahun ajaran 2015/2016 menunjukkan bahwa jumlah butir soal yang memiliki kualitas sangat baik adalah 16 (40%), Butir soal yang memiliki kualitas baik berjumlah 10 (25%), butir soal yang memiliki kualitas cukup baik berjumlah 12 (30%), butir soal yang memiliki kualitas buruk berjumlah 2 (5%), dan tidak ada butir soal yang memiliki kualitas sangat buruk.

Kata kunci: Analisis Butir Soal, Ekonomi Akuntansi, MAN 2 Yogyakarta

THE ANALYSIS of TEST ITEMS of ECONOMICS-ACCOUNTING FINAL EXAMINATION of EVEN SEMESTER for GRADE XI IPS STUDENTS of MAN 2 YOGYAKARTA in ACADEMIC YEAR 2015/2016

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ABSTRACT

This study aimed to examine the quality of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of Man 2 Yogyakarta in Academic Year 2015/2016 viewed from the validity, reliability, difficulty level, discriminating index, and distractor efficiency.

This study was a descriptive quantitative. The subject of this study was students grade XI Social at MAN 2 Yogyakarta. The technique applied for collecting data was documentation method. The data obtained were analyzed by using *Anates Program Version 4.09*.

The results of this study were as follows: (1) According to the validity of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of Man 2 Yogyakarta in Academic Year 2015/2016, there were 22 valid items (55%) and 18 invalid items (45%); (2) According to the realibility, the results of the study showed that the overall realibility of the test items for the second semester final examination on economic accounting subject grade XI Social at MAN 2 Yogyakarta in the academic year 2015/2016 was 0.73; (3) According to the discriminating index, the result showed that 9 items had very good discriminating index (22,5%), 6 items had very poor discriminating index (15%), 10 items had adequate discriminating index (25%), 10 items had good discriminating index (25%), and 5 items had poor discriminating index (12,5%); (4) According to difficulty level, 1 item belonged to very difficult category (2,5%), 5 items belonged to difficult category (12,5%), 24 items belonged to moderate category (60%), 8 items belonged to easy category (20%), and 2 items belonged to very easy category (5%); (5) According to distractor efficiency, 16 items were very good quality (40%), 10 items were good quality (25%), 12 items were deficient in quality (30%), 2 items were poor quality (5%), and no items were very poor quality; (6) According to the analysis question items done simultaneously of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of Man 2 Yogyakarta in Academic Year 2015/2016, 13 items or 32,5% were good, fulfilling four criteria, 14 items or 35% were adequate, fulfilling three criteria, 13 items or 32,5% were poor, fulfilling less than equal two criteria.

Keywords: The Test Item Analysis, Accounting Theory, MAN 2 Yogyakarta

FOREWORD

Alhamdulillah, I must express the deepest gratitude to Allah SWT due to His mercy and guidance as well, the writer can finish the undergraduate thesis entitled "The Analysis of the Test Items for the First Semester Final Examination on Economic Accounting Subject Grade XI Social at MAN 2 Yogyakarta in the Academic Year 2015/2016 without any obstacles. It would have been impossible for the writer to finish this undergraduate thesis, hence the writer would like express profound gratitude to

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The writer realizes that this undergraduate thesis is far from the completeness. Therefore, the constructive advice and suggestion is very needed. In addition to this, the writer also hope that this undergraduate thesis will make much of a contribution.

Yogyakarta, January 2017

The Author,

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CHAPTER I

INTRODUCTION

A. Background of The Problems

The development of science and technology makes a lot of changes to humans' life and bring people to the global compteition. The challenge and development of education in Indonesia at this time and in the future will be more complex. This is caused by changing demand of the people for the quality and quantity of the education itself.

Education is one of important sectors in the development of country. According to *UU No. 20 Tahun 2003* about *Sistem Pendidikan Nasional*, namely

"Pendidikan adalah usaha sadar dan terencana untuk mewuudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara".

Regarding learning system (learning as a system), evaluation is one of importent components and stage teachers must go through in order to know the effectiveness of learning. The results obtained from evaluation can serve as feedback for them to reform and improve learning program and actitity. In school, it is common that teacher frequently gives daily test, mid test, block exams, written test, spoken test, performance test, etc.

Tests conducted in MAN 2 Yogyakarta are similar to those conducted in the other schools. In the middle of semester, it is conducted mid-term test; at the end of semester, it is conducted final test (*UAS*). Learning process of Economics and Accounting was divided into two lesson hours for Economics, and three hours for Accounting. Meanwhile, tests will be made of the combination of the two. This is

done in order to collect learners' scores according to their understanding of Economics and Accounting subject.

Evaluation is needed to achieve education level. It is a process of providing information that could serve as consideration for determining the worth and merit from the purposes achieved, design, implementation and effect to help in making decision, helping accountability, and improving understanding of phenomena.

In education field, viewed from the targets, evaluation is divided into macro and micro evaluation. Macro evaluation's target is educational program, namely program planned to improve education field. Micro evaluation is commonly conducted in class level. Thus, micro evaluation's target is learning program done in the class with teacher as one being in charge of school and lecturer as one being in charge of college (Djemari Merdapi, 2008: 2). Teacher takes responsibility to plan and implement learning program in the class, while headmaster is responsible for evaluating learning program teacher already planned and implemented.

Test is one of measuring tools, namely a tool used to collect information about characteristics of an object. Test is the smallest unit of assessment. According to Djemari Merdapi (2008: 67) test is one way to estimate the extent of someone's ability to the stimulus or question. Moreover, test is defined as a number of questions should be answered with the aim of measuring the level of one's ability or expressing particular aspect from testee. The response testees show to a number of questions or statement described the ability in a specific area. Test is employed to measure learning results in the form of hard skills.

According to Daryanto (2007), the ways to evaluate test are: (1) carefully observing questions already made; (2) conducting questions analysis; (3) conducting checking validity and (4) conducting checking reliability. In the second component, which is conducting questions analysis, there are three approaches that can be used, such as (a) difficulty level; (b) discriminating index; and (c) distribution pattern of answers.

The analysis of the quality of the test items is a process which is needed to measure the quality of the test items so that those which have a good quality can be identified and can be used again. Meanwhile, the items which have low quality should be revised and those which have poor quality can be removed. If the quality of the items which are given in a test is doubted, the results of the test might have poor quality. The results from the test with the items which have poor quality cannot reflect the exact students' achievement because they will give wrong information about the students' performance.

In fact, the Accounting teachers in MAN 2 Yogyakarta have not completely analyzed the test items like what has been mentioned above. The teachers only analyze them from the aspect of difficulty level and discrimination index and then decide whether those items are acceptable or not to be tested. The quality of the test items is not definitely known because those two criteria cannot truly explain it exactly. The teachers should carry out the analysis of the test items based on the five criteria to find out the quality of the test items exactly.

B. Problem Identification

Based on the background of the research, the problems which can be identified are as follows:

- 1. The low ability of the team which designs the test items in analyzing the test items of final examination.
- The team which designs the test items determines whether the items are good or not based on the answers which are chosen by most of the students only.
- 3. The quality of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 has not been known yet.

C. Limitation of The Problem

Based on the background of the research and the identification of the problems which have been explained, this research will focus on The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 which are analyzed quantitatively from the aspects of:

- 1. Validity
- 2. Reliability
- 3. Difficulty level, discrimination index, and distractor efficiency.

By knowing the quality of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 which is analyzed quantitatively, the good and the poor quality test items can be identified.

D. Formulation of The Problems

Based on the background of the problems which have been explained above, the formulation of the research problems is "How is the quality of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?"

E. Objectives of The Research

The objective of this research is to know the quality The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 from the aspects of validity, reliability, discrimination index, difficulty level, and distractor efficiency.

F. Significances of The Research

The results of this research are expected to give some valuable contribution as follows:

1. Theoretical Significances

The results of this research can be used as the source of information about the quality of test items for the educational practitioners.

2. Practical Significances

a. For the Researcher

(1) As a process of learning to apply the knowledge which is acquired from the college.

(2) As the preparation to enter as the working fields.

b. For the School

- (1) As the suggestion for teachers especially the Economic Accounting teachers in MAN 2 Yogyakarta that they should take a further action for the analysis results of the quality of the test items of the Economic Accounting semester final examination.
- (2) The test items which have been analyzed and have good results (validity, reliability, difficulty level, discrimination index, and distractor efficiency) can be collected as a question bank.
- (3) For the teachers especially who design the test for Economic Accounting subject in MAN 2 Yogyakarta, the results of this research can be used as one of the considerations in designing the next test items so that the quality of the tests will be improved and become the references in choosing the test items.

CHAPTER II

THE LITERATURE REVIEW

A. Literature Review

1. Theory of Accounting

a. Definitions of Accounting

According to Weygant (2009: 4-5), accounting is defined as an information which identifies, records, and communicates economic phenomena to those concerned.

Horngren (2006: 4) defines accounting as information system measuring business activity, processing information into financial statement, and communicate the result to the policy makers.

b. Computer-based Accounting

The rapid development of knowledge and computer technology both in case of software and hardware gives more chances and easiness to the businessmen for being able to manage accounting information by using computer software. The computer software which is more sophisticated and easy to use is a chance to apply computer-based accounting system so that the information acquired and produced by businessmen will be useful, able to support business activity, and able to give added value for all parties concerned.

According to Bambang and Muhammad (1999: 7) computer, by its nature, which is very simple, shopisticated, and complex as in the recent era, obviously and significantly gives a lot of support to business process and activity.

c. Benefits of Computer Accounting

Bambang and Muhammad (1999: 7-8) suggest that computer-based accounting have benefits such as.

1) Quickness

Computer system can produce information which is quicker than manual system does since it can work simultaneously with high speed and accuracy.

2) Result Volume

Because of fast working process, transaction volume which can be managed is increased and so does result volume.

3) Error Prevention

Computer has degree of accuracy which is higher than human have and its system is also completed by various ways of preventing error.

4) Authomatic Posting

Posting in accounting system using computer will be done authomatically. This is effective to reduce bookkeeping activity and highly accurate.

5) Authomatic Statement Writing

In computer-based accounting system, the statements will be done authomatically. Because computer enables to carry out journal process, posting, financial statement writing, and other financial statements.

6) Authomatic Document Printing

Computer system can deal with various documents used in a company such as invoice, statement of monthly credit, paycheck, and employees' earning statements.

d. Anates Version 4.09

Anates version 4.09 is a software for analyzing multiple choice and essay question. It is easily learned and used. By using it, the analysis process will be easier, faster and more accurate. Anates function to. The benefits of using Anates:

- 1) Calculate scores (original or manipulated)
- 2) Calculate test reliability
- 3) Categorize subjects in advanced group
- 4) Calculate discriminating index
- 5) Calculate difficulty level
- 6) Calculate correlation of test item with total score
- 7) Determine distractor efficiency

2. Evaluation

a. Definition of Evaluation

According to Stufflebeam & Shinkfield (1985) in Sumarna Suraprana (2005: 18), evaluation is a systematic assessment of the use of an object. In addition to this, Zainal (2012: 2) suggests that evaluation is one of crucial components and stages teacher must go through in order to know the effectiveness of learning. The results obtained from evaluation can serve as feedback for teachers to reform and improve learning program and activity.

Djemari (008: 8) stated that evaluation is a series of activity that leads to the improvement of quality, performance, or productivity of a company while implementing its program. Therefore, according to Zainal (2012: 2), evaluation is one of crucial components and stages teachers must go through in order to know the effectiveness of learning. The results obtained from evaluationn can serve as feedback for teachers to reform and improve learning program and activity.

b. Purposes of Learning Evaluation

The purpose of learning evaluation is to find both effectiveness and efficiency of learning system, related to the objectives, materials, methods, media, learning resources, environment, and assessment system (Zainal Arifin, 2012: 14). There are two functions of learning evaluation, according to Zainal Arifin (2012: 19), namely as an improvement and development of learning system, and accreditation.

Anas Sudijono (2011: 16) claims two purposes of evaluation.

1) Primary Purpose

- a) To collect data/information which can serve as evindences of development level or improvement level experienced by learners.
- b) To find the degree of effectiveness of learning methods already used in a learning process.

2) Particular Purpose

- To stimulate learners' activities in achieving educational program.
- To seek and find the causal factors of learners' success in an educational program.

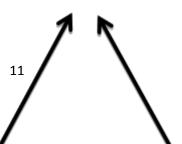
To sum up, the purpose of evaluation is to know to what extent success learners have achieved during a particular period so that teacher can make decision about it. Teacher can tell learners' lacks thus they can make improvement, for instance by replacing learning method or reexplaining learning materials learners have not understood.

c. Principles of Learning Outcomes Evaluation

According to Suharsimi Arikunto (2009: 24), there are one general principle of evaluation, which is tringulation or interrelation among three components namely:

- 1. Learning objectives
- 2. Learning activity
- 3. Evaluation

The triangulation is illustrated by Suharsimi (2009: 38-40) with the following diagram : **Objectives**



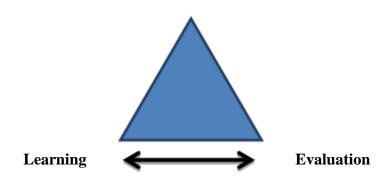


Figure 1. Triangulation

The explanation of the interrelation among three components is as follows:

1) The relationship between learning objectives and learning activity

Learning activity planned in the form of lesson plan written by teacher refers to the objectives which are going to achieve. The arrow showing the relationship between both directs towards the objectives. It means that learning activity orientates towards learning objectives, yet directs from learning objectives towards learning activity, showing direction from learning objectives towards learning activity afterwards.

2) The relationship between learning objectives and learning evaluation.

Evaluation is collecting data to measure to what extent the learning objectives have been achieved. The arrow directs learning evaluation towards learning objectives. The preparations for evaluation tool refers to the learning objectives already determined.

3) The relationship between learning activity and learning evaluation.

Besides referring to learning objectives, learning evaluation must refer or be suited to the learning conducted. For example, if learning activity conducted by teacher emphasizes on skill, the evaluation had to measure learners' skill level, not their knowledge instead.

Anas Sudijono (2011: 31) argues that the evaluation of learning outcomes is considered being successful if the implementation is based on these three basic principles.

a. Holistic Principle

Means that evaluation cannot be conducted separately, but must be done completely, holistically, or comprehesively.

b. Sustainability Principle

Means that evaluation must be conducted regularly and repeatedly from time to time.

c. Objectivity Principle

Means that in its implementation, evaluator must always think and act properly, according to the reality, remain neutral.

Daryanto (2007: 19) explains several principles evaluators must consider when conducting evaluation such as.

 Cohesion, evaluation planning must be determined at the time teaching unit is made so that it can be suited harmonically to the instructional objectives and learning materials that will be presented.

- Learners' involvement, learners need evaluation in order to know how far they are successful in their active learning.
- 3) Coherence, evaluation must be related to the learning materials already delivered in the learning process and suited for areas of skills will be measured.
- 4) Pedagogy, evalution is necessary to be implemented as an improvement of both attitude and behavior viewed from pedagogic aspect.
- 5) Accountability, it is necessary to inform to what extent the succes of learning program is to the parties concerned with education as accountability.

Therefore, evaluation principle is not only about the interrelation among learning objectives, learning activity, and evaluation but also about the students' involvement in learning and at last teacher will make accountability to the parties concerned so that they can tell students' progress.

d. Techniques for Evaluating Learning Outcomes

There are many techniques for evaluating learning outcomes teacher can use. Daryanto (2007: 28-39) suggests two kinds of evaluation technique, namely test and non test technique:

1. Non Test Technique

There are several non-test technique, namely:

a) Scale-Rise

Scale portraits a value-shaped figure against a consideration and the results are presented in the form of numbers. The figures used are explained on a scale with the same distance. Putting it in stages from low to high. Thus, the scale is called a graduated scale.

We can consider almost everything to scale with the intention that the recording can be objective, the assessment of appearance or a depiction of a person's personality is presented in the form of scale.

b) Questionnaire

The questionnaire is a list of questions that must be filled by the person to be measured. With this questionnaire people can tell about the state/data themselves, experience, knowledge and attitude or opinion of others. Various questionnaires are evaluated from several aspects:

(1) Viewed from respondent

(a) Direct Questionnaire

Direct questionnaire is if the questionnaire delivered and charged directly by the people who will be be asked for answers about himself.

(b) Indirect Questionnaire

Indirect questionnaires is the questionnaire sent and filled by people who are not asked for comment. This questionnaire is used to search for information on supplies, children, siblings, and so on.

(2) Viewed from how to answer

(a) Close-ended Questionnaire

Closed questionnaire is a questionnaire compiled by providing a choice answers that step charger only stayed a mark on the selected answer.

(b) Open-ended Questionnaire

Open questionnaire is a questionnaire that was structured so that the performers are free to express his opinion. Open questionnaire drawn up when the charger is not detailed of answers clearly so the answer would be diverse.

(c) Match list

A list of matches is a row of a statement in which a respondent is evaluated only signifies mark ($\sqrt{}$) in the space provided.

c) Interview

Interviews or interview is a means used to obtain answers from the respondent by way of question and answer unilaterally. The purpose of the unilateral said that respondents were not given any chance at all to ask questions. The only question raised by the subject of evaluation. There are two ways to do when the time of the interview, namely:

(1) Unstructured Interview

This means that the respondent had the freedom to speak his mind, without being limited by standards that have been made the subject of evaluation.

(2) Structured Interview

Interview was conducted by the subject of evaluation by way of asking questions that have been arranged in advance. In reply to a question, the respondents choose the answers that have been prepared by the questioner. The question is sometimes act as a leader, directing and answering been led by a list of matches, resulting in a write down the answers, he stayed to sign fit in place in accordance with the state of the respondent.

d) Observation

Observations or observation is a technique that is done by conducting meticulous observation and recording systematically. There are three kinds of observations:

(1) Participants Obervation, namely the observations made by the observers, but in the meantime the observer enters and follows the activities of the group being observed. Participant observation can be fully realized when an observer actually participated in the group, not just pretending. Thus the observer can appreciate and taste like what people feel in the group observed.

- (2) Systematic Observation, namely observation where the factors already listed systematically observed and it was arranged by category. The difference with participant observation, namely the systematic observation of these observers outside the group. Thus, the observers should not be confused with the situation which surrounds him.
- (3) Experimental Observation, namely observations occur if the observer does not participate in the group. In this case the observer can control the essential elements in a situation such that the situation can be arranged in accordance with the purpose of evaluation.

e) Life History

Life history is a description of the someone's state during the period of his life. By studying the life history, the subject of the evaluation will be able to draw any conclusions about the personality of the habits and attitudes of the object oberved.

1. Test Technique

In terms of the usefulness of measuring student, test is differentiated into the three kinds, namely:

a) Diagnostic Test

The diagnostic test is a test used to determine the weaknesses of students and of those weaknesses can be conducted with appropriate treatment.

b) Formative Test

Formative test is a test that is intended to determine the extent to which the student has been formed after following a specific program. Formative tests can be viewed as a diagnostic test at the end of the lesson. Formative tests have good benefits for students, teachers, and the program itself.

c) Summative Test

Summative tests conducted at the end of the administration of a programs or a larger program. According to experience in school formative test is equated to daily tests while the summative test is equated to final test.

e. Procedure for Evaluating Learning Outcomes

According to Anas Sudijono (2011: 59-62) there are six main steps of learning outcomes evaluation:

- 1) Developing a plan of learning outcomes evaluation
- 2) Collecting Data
- 3) Verifying the data
- 4) Processing and analyzing the data
- 5) Interpretating and drawing conclusions
- 6) Doing follow-up of evaluation results.

3. Test Quality

Analysis of test quality is a step which must be taken to obtain the information about the degree of quality of a test. The test is used to measure to what extent learners master the learning material that has been delivered in the classroom. Therefore, the test results are expected to provide an overview or clear and accurate information about the level of student mastery of the lesson. To give an idea or information that is clear and accurate, a test required to qualify as a good size tool.

Anas Sudijono (2011: 93) suggests that there are at least four characteristics that must be owned by a good test, namely valid, reliable, objective and practical. Analysis of test quality with regard to the question of whether the test as a measuring instrument actually measures what it intends and should be measured? To what extent the test is reliable and useful? Both of these questions become the charactistics of good measuring tool (Zainal Arifin, 2012: 246). This study will analyze a collection of test items seen from the validity, reliability, discriminating index, level of difficulty, and distribution pattern of answers.

4. Test as Evaluation Tool

a) The Definition of Test

According to Eko Putro Widoyoko (2009: 1-2) test is one of meauring tools, which collects information about characteristic of an object. The test is not the only one tool to evaluate learning outcomes because there are still other tools that can be used which is

non-test. It is generally used to evaluate learners' learning outcomes in terms of the of attitudes and skills.

Anas Sudijono (2011: 76) reveals there are several types of non-testing tools: 1) observation, 2) interview, 3) questionnaire, and 4) document examination. The use of non-test is still very limited compared to the use of the test in assessing the results and the process of learning. Teachers in schools more commonly use tests than non-test because it is easier to made, practical to use and limited to the cognitive aspect based on the results obtained by the students after completing the study.

b) Purposes of learning result test

Generally, there are two kinds of purposes of the test, namely:

- 1) As a gauge on learners.
- 2) As a means of measuring the success of the teaching program (Anas Sudijono, 2011: 67).

c) Types of Learning Result Test

Achievement test is a type of evaluation used to measure the level of learners' ability after learning process within a particular time. After being carried out, tests will be evaluated later on and then analyzed according to learners' anwers.

Based on the number of students, the test is divided into two types of test, namely group and individual tests. Based on psychological studies, the test is divided into four types: general intelligence tests, special abilities tests, learning achievement tests, and personality tests. Further, seen from the way it is formulated, the test can be divided into two, namely the artificial tests and standardized tests. Viewed from the form of learners' answers, the test can be divided into three types, namely the written tests, oral tests, and test actions (Zainal, 2012: 117).

(1) In terms of the usefulness of measuring the ability of learners, test is differentiated into the three types of tests namely:

a) Diagnostic Test

"A diagnostic test is a test used to determine such weaknesses without giving proper treatment" (Suharsismi, 2009: 34).

The material in question in the diagnostic tests are generally emphasized on certain materials that normally or experience is difficult to understand students. If the test is low, then it should be given special guidance to enable them to improve the level of mastery of certain subject.

b) Formative Test

"Formative tests are achievement test that aims to identify, to what extent learners have formed after they followed the learning process in a certain period of time" (Anas Sudijono, 2011: 71).

Another understanding expressed by Ngalim Purwanto (2009: 26), "Formative test is a test that aims to seek feedback (feedback), which further results can be used to improve teaching and learning process are being or have been implemented". Formative tests are usually conducted in the middle of learning, which is held on every unit or lesson subpokok last discussion. Follow-up needs to be done after knowing the results of formative tests are:

- a. If the materials have been tested then controlled well, then the learning continued with a new subject.
- b. If there are parts that have not been mastered, then before continuing with a new subject, first repeated or explained again parts that have not mastered by learners.

The benefits for the students are:

- (1) It can be used to determine whether students have mastered the program material thoroughly or not.
- (2) It is a kind of reinforcement (reinforcement) for learners.
- (3) It is a kind of improvement. Through feedback obtained after performing the test, the students know the weaknesses. Learners can find which parts of the material

- they have not understood. Thus there will be motivation for improving understanding.
- (4) It serves as a diagnosis. The materials are being studied by learners is a series of knowledge, skill or concept. By knowing the results of formative tests, learners can clearly tell the lesson of the materials that was difficult.

Benefits for teachers after the results of formative tests being carried out:

- (1) Knowing the extent to which the material taught is already acceptable to the learners.
- (2) Knowing the parts of the lesson material that has not been mastered by the learners. If the parts that have not mastered coincidentally are prerequisites for the other part of the lesson, then those must be explained again, and likely need a way or other media to clarify. If the teaching material is not repeated, it will disrupt the delivery of the next lesson materials, and learners will be increasingly unable to master it.
- (3) Predicting the success and fail in the entire program that will be given.

Benefits to the program after formative tests being carried out are the results obtained will be known:

- (1) Does the program implemented is a proper program in the sense of suiting to to the skills of children.
- (2) Does the program require prerequisite knowledge that has not been considered.
- (3) Are tools, facilities and infrastructure needed to enhance the results that will be achieved.
- (4) Do the methods, approaches and evaluation tool used has already been appropriate.

c) Summative Test

"Summative test is the achievement test that is executed after a set units of the teaching program is completely given" (Anas Sudijono, 2011: 72). Another notion presented by Ngalim Purwanto (2009: 26), "summative test is a test that is done to obtain data or information about learners' mastery over a certain period". The main objective of the summative test is to determine the value that symbolizes the success of learners in the learning process after a certain period of time, so it can be determined:

- (1) the status of each learner in the middle group.
- (2) the chance for learners to participate in the next learning programs (higher).

(3) the learners' interests, to be informed to the parents, staff guidance and counseling, as well as other educational institutions.

There are several benefits of summative tests, namely:

- (1) To determine the value. If the formative tests are primarily used to provide information for the improvement of the delivery, and are not used to provide value or not used for determining the position of a child among his friends (granding), then the value of the summative test is used to determine the position of the child. In determining this value each child compared to other children.
- (2) To determine whether or not a child can follow in the group receiving the next program. In this case, summative tests then serves as a prediction test.
- (3) To fill in learners' learning progress that will be helpful for:
 - (a) Learners' parents.
 - (b) Guidance and Counseling team in school.
 - (c) Other parties when students will be moved to other schools, will continue to learn or will enter the workforce.
- 2) The tests used in educational institutions in terms of scoring system system can be divided into two general categories:

a) Subjective Test

According Muhibbin Shah (2010: 149), "subjective test is measuring tool of learning achievement where the answer is invaluable to the score or the exact figures, such as those used for the objective evaluation". According Suharsimi (2009: 162), "Essay form test is a kind of learning progress test which requires responses in the form of discussion or description". Thus, subjective test is a test that frees learners to formulate, organize and present the answer in the form of a description. Subjective test is a test that is influenced by the scorers. The same answer can be scored differently by different scorers.

The pluses of objective tests according to Anas Sudijono (2011: 102) are

- (1) Essay test is a the kind of achievement test which is easily and quickly made.
- (2) It prevents the possibility of a tricky speculation among testee.
- (3) The questions maker will be able to know how far the level of depth and level of mastery testees have in understanding the material questioned in the test.
- (4) Testee will be compelled and accustomed to express their thoughts by using sentence structure and style that is the produced by themselves.

The minuses of objective tests according Suharsimi (2009: 163), namely:

- (1) The validity and reliability levels are low due to difficult aspects is known which of the knowledge of students who truly have mastered.
- (2) It is less representative in terms of representing the entire scope of lesson material that will be tested because it has limited question items.
- (3) The way of checking is more influenced by subjective elements.
- (4) The investigation is more difficult because it requires more individual consideration of the assessors.
- (5) It is time consuming for correction and can not be delegated to others.

b) Objective Test

"Objective test is a test that the answer can be given a score in a straightforward (roughing) manner according to predetermined guidelines" (Muhibbin Shah, 2010: 146). Meanwhile, according to Eko Putro Wiyoko (2009: 49), "objective test is a test that contains the possible answers or responses that should be selected by the test taker".

To sum up, the objective test gives the sense that anyone who examined the test answer sheet will produce the same score due its objective scroting system.

According Suharsimi (2009: 164), the good of objective tests are:

- (1) It contains more positive aspects, for example, more representative and comprehensive in representing the content of materials, more objective, able to prevent from interference of the subjective elements in terms of both learners and teachers checking.
- (2) It is easy and quick to correct because it is done with the help of the answer key and advanced technology.
- (3) The correction can be handled by the others.
- (4) In term of correction, there is no subjective element affecting.

According Suharsimi (2009: 165), the minuses of objective tests are:

- (1) The preparations is much more difficult than the esai test has because it is made of many items and should be carefully checked to avoid the weaknesses of the other.
- (2) Test items used tend to express memories and reintroduction power, and thus it is difficult to measure high mental processes.
- (3) It is very risky.

(4) It improves the cooperation among learners at the time doing test items.

Various objective test is as follows:

1) True-False Test

"True-false test is a test consisting of statements accompanied by alternative answers or statements of right and wrong" (Eko Putro Widoyoko, 2009: 51). According Suharsimi (2009: 165), "True-false test is a test that is made of statements and those statements can be true or wrong". Therefore, the true false test contains sentence or a statement containing two possible answers, namely right or wrong, and testee is asked to define his opinions on these statements in the manner specified in the instructions.

2) Multiple Choice Test

"Multiple choice test is a kind of test where each item has a number of alternative answers which is more than one" (Eko Putro Widoyoko, 2009: 59). This kind of test consist of statement or information about a particular definition which is incomplete and to make it complete there is a must to choose one of several possible answers that have been provided. These possible answers consist of one correct answer as the answer key and some distractors. Thus, it only calculates the correct answer, while the wrong answers do not affect the score. Multiple-choice test is a

kind of objective test most commonly used because it enables lots of materiala to be covered and it is easily corrected.

3) Matching Test

According to Anas Sudijono (2011: 111), a matching test is one of the objective tests which have the following characteristics:

- (a) The test consists of a series of questions and a series of answers.
- (b) What the test-takers should do is to find and put the suitable answers in the certain questions. In the other word, there should be the matching pairs of questions and answers.

In this objective test especially the matching test, there are two groups of items in which the students should find the matching pairs of the first and the second group based on the test instruction.

4) Completion Test

According to Suharsimi (2009: 175), "A completion test is a test which consists of sentences with some removed parts". Some completion tests are also in the form of connected sentences with some parts that should be completed. These kinds of tests are difficult to assess if the answers are not written in the separated answer sheet.

a) The Steps of Designing Test

Djemari (2008: 88-97) stated that there are nine steps that should be completed in designing a test to measure the students' performance in the learning process. Those nine steps are:

1) Drawing Up Test Specifications

This step includes describing all of the characteristics that a test should have. The clear specifications will make the process of constructing the questions become easier and whoever constructs the questions, the level of difficulty will be relatively the same.

2) Constructing Test Items

Constructing tests items is the step in which the indicators are transformed to the questions whose the characteristics are based on the study guide which has been arranged. This step should be done carefully so that the whole of the tests will have good quality. The quality of the tests is determined by the quality of each test item.

3) Examining Test Items

The next thing to be done after the test items are constructed is examining those items. It aims to correct the test items if there are some mistakes from the previous steps. Examining the test items is better to be done by those who did not construct the test and the examiners should consist of some experts who work together as a team. After being analyzed, it is expected that the quality of the test items will be better.

4) Field Testing

Before the test is used in the real test situation, it needs to be field tested first. Field testing can be used as the way to get empirical data about level of the quality of the constructed test. Through the field testing, the data about reliability, validity, level of difficulty, pattern of the answers, distractor efficiency, and discrimination index will be collected. If the test that has been constructed has not fulfilled the standard which is expected, it will be corrected later.

5) Analyzing Test Items

Analyzing the test items needs to be done based on the results of the field testing. It means that each item which has been constructed is analyzed. Through this process, the data about the level of items' difficulty or difficulty level, discrimination index, and distractor efficiency will be obtained.

6) Correcting the Tests

After the process of field testing and analyzing, the next step is correcting the items which has not fulfilled the standard. The items which has considered as the good ones do not need to be revised. Some of the items may need to be revised and some others may be removed because they do not fulfill the expected standard.

7) Assembling the Tests

When all items have been analyzed and corrected, the next step is assembling the test items into one unit. The whole test items needs to be arranged carefully in order to be a good unit. The other things that may affect the test validity such as numbered sequence of the questions, the layout, etc. should be taken into consideration also.

8) Administering the Tests

The test which has been arranged is then tested. It is done in a certain period of time that has been decided. In administering the test, the process of monitoring need to be done in order to assure that the test is done honestly by the test-takers and follows the rules which have been decided. The test-takers should not be annoyed by the presence of those who monitor the test because it can influence the accuracy of the test results.

9) Interpreting the test Results

The results of the test are quantitative data which is in the form of scores. In this case, the scores are then interpreted as low, intermediate, or high. This classification of the scores is always related to the assessment references. There are two kinds of references which are usually used in the field of psychology and education. They are norm-referenced and criterion-referenced assessment. The level of the scores will be compared within the group or with the criteria that should be achieved.

According to Suharsimi Arikunto (2009: 57), "A test that can be classified as the good measuring instrument should have validity, reliability, objectivity, practicality, and economical value.

e) Developing Test Items

1. Essay Test

a. Definition

An essay test is a test (a set of items in the forms of tasks, questions) which requires the students to organize and give their answers through some words.

b. Types of Essay Tests

Based on the scope, essay tests are divided into:

- 1. Restricted response items
- 2. Extended response items

Based on the scoring system, essay tests are divided into:

- 1. Objective essay
- 2. Non-objective essay

c. The Strengths of Essay Tests

The strengths of an essay test compared to the other objective tests are:

- 1. It can be used to measure the process of high level thinking
- 2. It can be used to measure the complex students' performance in the learning process which cannot be measured by using the objective test
- 3. The time which is needed to write the questions is shorter
- Constructing a good essay test is easier that constructing a good objective test

d. The Weaknesses of Essay Tests

The weaknesses of an essay test compared to the other objective tests are:

- 1. The samples of the materials which are questioned are limited
- 2. The process of assessing the students' answers is difficult
- 3. The students' writing ability can influence the quality of their answers
- 4. The assessment results tend to be inconsistent

e. The Steps of Constructing Essay Tests

The steps of constructing an essay test are explained below:

1. Formulating the Purpose of the Test

Essay tests are arranged for several purposes such as:

- a) To conduct students' final learning achievement evaluation or other similar evaluations.
- b) To conduct a process of selection such as a university admission test and a test for scholarship.
- c) To diagnose the students' learning difficulties which is known as a diagnostic test.

2. Analyzing the Curriculum or the Framework for Teaching and Learning Process

Analyzing curriculum is aimed to determine the weight of each topic of discussion which will be used as the base to decide the items in the study guide.

3. Analyzing Related Coursebook and Sources from any other Learning Materials

Coursebook analysis is used to determine the weight of each topic of discussion based on the number of the pages in the materials which is included in the coursebook or any other sources of learning materials.

4. Identifying the Materials which are Relevant to be Included in the Essay Test

Essay tests are usually arranged with the purpose of knowing the students' ability in analyzing, explaining procedure and the relation between cause and effect, or giving relevant argument.

5. Arranging the Study Guide

A study guide is used to guarantee that the good sample of the questions has covered all of the topic of discussion proportionally.

6. Constructing the Questions Followed by Writing the Answer Key and the Scoring Rubric

In this step, the questions or the test items must be valid, need a specific skill to complete, and have a clear and complete instruction.

7. Re-Examining the Test Items (by the Developer or Other Parties)

When all items have been analyzed and corrected, the next step is assembling the test items into one unit. The whole test items needs to be arranged carefully in order to be a good unit. The other things that may affect the test validity such as numbered sequence of the questions, the layout, etc. should be taken into consideration also.

8. Limited Test Reproduction

After the test has been constructed, the next step is making copies of the test as many as the number of the sample or the test-takers in the field testing.

9. Field Testing

The sample for the field testing should have almost the same characteristics as the real test-takers.

10. Analyzing the Results of the Field Testing

The results of the field testing which are analyzed include item validity, difficulty level, and distractor efficiency.

11. Revising the test items

If the valid items did not match the study guide, they should be revised.

3. Test Item Analysis

According to Nana Sudjana (2011: 135), a test item analysis is a process of examining the items of a test in order to obtain a set of questions or test items with sufficient quality. Suharsimi (2009: 205) explained that "A test item analysis is a systematic procedure for getting the specific information about the test items which are arranged". Test item analysis is aimed to get an image of the real students' performance in the learning process.

Quantitative test item analysis is an attempt to know how good the quality of the test items is. This quality can be seen from the items' criteria. Quantitative analysis includes the analysis of the difficulty level, discrimination index, and distractor efficiency.

a. The Definition of Validity

Validity means the appropriateness and accuracy of a measuring instrument (tests). "There are two important elements in validity. First, validity shows the different kinds of degree which are perfect, enough, and low. Second, validity always relates to a specific purpose" (Zainal Arifin, 2012: 247). According to Saifuddin Azwar (2012: 173-174), a test which has a high level of validity if it can perform its function as an instrument of measurement or give an accurate result according to the purpose of the measurement. Ngalim Purwanto (2009: 137) also stated that validity is the quality that shows the relation between a diagnosis and the purpose of the criteria in a learning process.

Suharsimi (2009: 67-68) stated that validity can be divided into two categories. They are:

1) Internal Validity

Internal validity is also known as "logic validity". The word "logic" means reasonable. Internal validity is divided into two categories. They are:

1. Content Validity

A test which has this kind of validity can clearly measure a certain objective which matches the learning materials. Content validity can be tried to be achieved in the process of test construction by elaborating the materials stated in the curriculum or the materials provided in the coursebook. How to elaborate the materials so that the validity of a test can be fulfilled will be discussed further in the process of constructing a test section.

b. Construct Validity

A test which has validity of construct has the items that can measure every aspect of thinking which are mentioned in the specific instructional purpose. "Construction" in this case does not mean "building" that usually can be found in the engineering field, but it is a term which is made by psychologists through such a manner of describing a soul which consists of some aspects such as memory (knowledge), understanding, and performance.

2) External Validity

According to Anas (2011: 167), external validity is also called empirical validity. External validity comes from the observation in the field. On the ether hand, Suharsimi (2009: 66) stated that a test which has empirical validity if it has been tested empirically. There are two kinds of empirical validity. Those are:

a) Predictive Validity

A test which has predictive validity can predict what will possibly happen in the future.

b) The Contrast-related Validity

Test as an assessment tool is considered to have contrast-related validity when the test accurately shows any linear relationship between the first and the next test.

The validity of the test items is calculated using point biserial correlation formula according to Suharsimi Arikunto (2009: 79):

$$\gamma pbi = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Where:

Ypbi : The coefficient of biserial correlation

Mp : The average score of the subjects with correct answer from

the tested-validity item.

Mt : The average of the total score

St : The standard deviation from the total score

P : The number of students with correct answer

$$p = \frac{\textit{the number of students with correct answer}}{\textit{the total of sudents}}$$

q: The number of students with wrong answer (q=1-p)

According to Sumarna (2005:64), there is a certain limit to determine the validity of a test item. A test item that has positive and high correlation score will also yield a high level of validity. Items that have low correlation or zero score need to be validity-tested further. Items that have negative correlation from the total score are considered to be bad items as those have a contrast objective to that of the objective of the test.

b. The Definition of Reliability

Zainal Arifin (2012: 258) stated that reliability is a scale or a degree of consistency from an instrument. An assessment tool is said to be reliable when it is administered for a couple of times and yield a relative similar results. According to Sa'dun (2013: 101), reliability means the dependability, accuracy, or consistency of an assessment tool when used many times. In line

with this statement, Nana Sudjana (2011: 16) stated that reliability refers to the consistency or stability of an assessment tool. From these views, it can be concluded that reliability is a tool which is used to identify the consistency and stability level of a test item when it is tested on different occasions to the same subject.

The formula is written as follows:

$$r_{II} = \left(\frac{n}{n-1}\right) \left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

 r_{II} = Reliability of the whole test

P = Proportion of the subjects answering the item correctly

Q = Proportion of the subjects answering the item incorrectly (p=1-q)

 $\sum pq$ = The sum of the result of multiplying p by q

n = The total items

S = Standard deviation from the test (standard deviation is the root of variance)

According to Sumarna (2005: 92), the more difficult a test item is, the more varied the score and the larger reliability it will be. So it does with the reverse. The less difficult a test item is the smaller its reliability level will be. In line with Sumarna, Sudaryono (2012: 170) considers that a test which has many items will be more reliable than those that have only few items.

c. The Difficulty Level

Zainal Arifin (2012: 266) viewed the difficulty level as a measurement of a test item's difficulty degree. In addition, Anas Sudijono (2011: 370) stated that an item is considered to be good when it is not too difficult or in the enough level. Suharsimi (2009: 207) held the same opinion that a good test item is neither too difficult nor too easy.

The formula to determine the level of difficulty is:

$$TK = \frac{B_A + B_B}{N_A + N_B} \times 100\%$$

Where:

TK: The difficulty level index

 B_A : The number of students with correct answer in group A

 B_B : The number of students with correct answer in group B

 N_A : The number of students in group A (excellent)

 N_B : The number of students at group B (bad)

d. Discrimination Index

As stated by Suharsimi Arikunto (2009: 211), discrimination index is the ability of an item to differentiate between high- and low-ability students. In addition, Ngalim (2009: 120) stated that discrimination index is about how test items can distinguish between the high- and low-ability test takers. From these opinions, it can be concluded that test items can determine the difference between high- and low-ability students.

The formula to determine discrimination index is::

$$DP = \frac{B_A + B_B}{N_A} \times 100\%$$

Notes:

DP = the total of test takers

BA = the number of correct answer in the high-ability group

BB = the number of correct answer in the low-ability group

NA =the total of students in group A and B

(Karno, 2003: 14)

According to Karno to (2003:14) the analysis results of the discrimination index in the test of students' performance in the learning process are:

- d. The test items that have enough discrimination (0%-29%), good (30%-9%), and very good (50%-100%) should be taken into the big book of because its quality has already acceptable.
- e. The test items that have low discrimination should be:
 - a) Bad (10%-19%) could assessed and corrected, and then re-submit it in the next test of students' performance in the learning process.
 - b) Very bad (negative-9%) should be casted and not to be included in the next test of students' performance in the learning process.

According to Anas Sudijono (2011: 408-409), test items with negative discrimination index should not be included in the next test of students' performance in the learning process as this kind of items is very low in quality.

e. Distractor Efficiency

Suharsimi Arikunto (2009: 219) stated that what is meant by the distribution of i answer is *testee* distribution in terms of determining the choice of answer in the multiple-choice test. The distribution of answer is thought to be good when at least it is chosen by 5% from the total of test takers. Additionally, Zainal (2012: 279) notes that in a good multiple-choice test, the distractor will be chosen evenly by the test takers. On the contrary, a bad test will have its distractor chosen unevenly by the test takers.

The formula to calculate the index of distractor efficiency is as follow:

$$IP = \frac{P}{(N-B)/(n-1)} \times 100\%$$

Where:

IP : the index of distractor efficiency

P : the number of students that pick the distractors

N : the total of the students

B : the number of students with correct answer on every item

N : the number of alternative answer

1 : constant numeral

(Zainal Arifin, 2012: 279)

The criteria that can be used to interpret the results of every distractor in an item are as follow:

Very Good IP: 76%-125%

Good IP: 51%-75% or 126%-150%

Enough IP: 26%-50% or 151%-175%

Bad IP: 0%-25% or 176%-200%

Very Bad IP: more than 200%

(Zainal Arifin, 2012:280)

B. Relevant Study

1. The study conducted by MARZUKI in 2014 entitles "The Analysis of Test Items of Productive Accounting Even Mid-term Examination for Grade X Students of Accounting Study Program SMK Negeri 1 Yogyakarta Academic Year 2014/2015". The results of the study showed that (1) there are 13 items (32.5%) that could be considered as valid. (2)

From the aspect of reliability, the test was considered to be unreliable as the level of reliability is only 0.50 or very low. (3) In terms of discrimination index, the items were considered to be bad-quality as the number of the very good item is zero (0%) while the good-quality item is only 7 (17.5%) and the enough-quality item is 7 (17.5%). On the other hand, there are 24 bad-quality items (60%) and there are two items (5%) with negative discrimination index. (4) From the aspect of the difficulty level, 4 items are considered to be difficult (10%) and 10 (25%) are enough while 26 (65%) are easy. (5) In terms of distractor efficiency, there are 4 items (10%) with very good distractor, 13 items with good distractor (32,5%), 8 items with enough distractor (20%), 14 items with bad distractor (35%), and 1 items with very bad distractor (2,5%). The analysis result of all the items based on the five criteria (validity, reliability, difficulty level, discrimination index, and distractor efficiency) showed that the test items are not of good quality as can be seen from the total-based analysis (Reliability). The result from the items-based analysis (validity, difficulty level, discrimination index, and distractor efficiency) showed that there is no item which belongs to the very good category. There are several items, 5 items (12,5%) in the good category and 6 items in the enough category, that are acceptable to be included in the question bank although they still need some revisions. In addition, the items that should not be included are those that belong in the bad category (7 items) and very bad category (22 items).

- The study conducted by Faris Saifuddin Karyanantio in 2014 entitles "The Analysis of Test Items of the Accounting Study Program Even Term Final Examination for Grade XI Students of Accounting Class, SMK Negeri 2 Magelang Academic Year of 2014/2015. The results of the study showed that: (1) from the aspect of validity, there are 32 valid items (53.33%) and 28 (46.67%) invalid items. (2) The items are considered to have quite high level of reliability. However, according to the interpretation used in this study, the result showed that the items were unreliable (0.67). (3) In terms of the difficulty level, there are 13 difficult items(21.67%), 23 enough items (38.33%), and 24 easy items (40%). (4) From the aspect of discrimination index, there are 5 very bad items (8.33%), 23 bad items (38.33%), 12 enough items (20%), 20 good items (33.33%), and zero very good item. (5) As for distractor efficiency, there are 7 very good items (11.67%), 15 good items (25%), 15 enough items (25%), 8 bad items (13.33%), and 15 very bad items (25%). Therefore, it could be concluded that the overall test were unreliable.
- 3. The study conducted by Putri Dwi Kusuma Hapsari in 2013 entitles "The Analysis of Test Items of the Economic-Accounting Odd Term Final Examination for Grade XI Students of Social Studies Class SMA Negeri 6 Yogyakarta Academic Year of 2013/2014. The results of the test items analysis from the aspects of validity, reliability, discrimination index, difficulty level, and distractor efficiency showed that: (1) There are 35 valid items (87,5%) and 5 invalid items (12,5%) in terms of validity. (2)

Based on the aspect of reliability, the items were considered to be highly reliable as seen from the reliability score which is 0,84. (3) In terms of discrimination index, there are 7 bad items (17,5%), 26 enough items (65%), and 7 good items (17,5%). (4) From the aspect of difficulty level, there are 5 difficult items (12,5%), 28 enough items (70%), and 7 easy items (17,5%). (5) Based on the aspect of distractor efficiency, there are 13 very good items (32,5%), 12 good items (30%), and 5 enough items (37,5%). (6) From all of the aspects, there are 25 good items (62,5%), 7 bad items (17,5%), and 8 very bad items (20%). Consequently, it could be concluded that the overall items were considered as good for it already fulfilled the qualification of validity, reliability, difficulty level, discrimination index, and distractor efficiency.

C. Conceptual Framework

The quality of an education system can be seen from the learning achievement of its students. The mistakes made during the teaching and learning process would certainly influence students' learning achievement result. Students, teachers, and school facility could be one of the factors that influence students' learning achievement. Those factors are only a part of the learning evaluation from the aspects of affective and psychomotor while in terms of cognitive, it is used to assess students' learning achievement based on the learning material comprehension that have been taught by the teachers.

The general assessment and measurement of students' learning achievement can be defined as evaluation. The evaluation conducted during

the teaching and learning process in the class refers to formative evaluation. This evaluation is conducted to identify the extent of students' comprehension, the difficulties they face, the use of learning method, and the learning media used in the teaching and learning process. On the other hand, the evaluation that is done by the end of the teaching-learning process is called summative evaluation. This type of evaluation is conducted to identify students' learning achievement and their rank in the class using a test.

A test is a tool used to conduct learning evaluation that enables the teachers to measure students' learning achievement by assessing students' answer on the test given at every competency, mid-term, or the end of the term. After assessing all students' answer, teachers then give the students a grade or a total score from their learning achievement.

The result of the achievement will be used as a framework to make a decision regarding the strategy to improve the students' learning process and result. The test or assessment tool must be good in order able to provide information about the result of students' learning achievement accurately. The indicator of a test can be measured using the analysis of validity, reliability, difficulty level, discrimination index, and distractor efficiency.

Validity is about how accurate the result of the test towards the purpose of the assessment. The objective of analyzing test items is to identify the validity of the items. A test is thought to be valid when it corresponds with the learning instruction and the materials that have been taught. Reliability can be defined as a degree to measure the accuracy of an instrument. A test is

considered to be reliable when the test given to the same students on two different periods generates similar result.

In terms of difficulty level, a good item is neither too difficult nor too easy. Difficulty level enables the teachers to find out how difficult an item is. An item that shows 0,00 score is considered to be difficult while those with 1,00 belong to easy category. In order to determine the difficulty level, all the students' answers have to be assessed.

The next analysis is called discrimination index. It is conducted to identify the extent of students' comprehension. The analysis of discrimination index will distinguish the group of students with high-comprehension level and those of low-comprehension level. This can be obtained by determining the discrimination index. The higher the index the more apparent students' level of comprehension is.

Last, distractor efficiency is used to determine the extent to which an item is able to divert the test takers from the right answer and the responses are evenly distributed. It is also used to assess the quality of a distractor. When none of the test takers choose the provided distractors, then those are certainly of bad quality. On the other hand, if the distractors are chosen and evenly distributed, those are of good quality.

The analysis results from the aspects of validity, reliability, difficulty level, discrimination index, and distractor efficiency enable the teachers to find out which item is good and which ones need to be revised. After that, the teachers can decide whether the good quality items will be stored in the

question bank or whether the bad will be casted and not to be used anymore.

The conceptual framework of test items analysis is presented as follow:

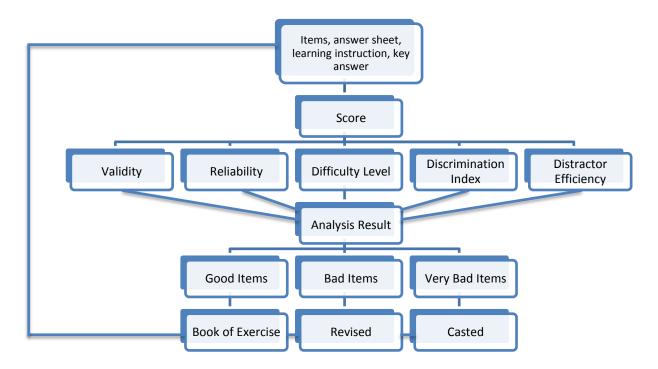


Figure 2. The Conceptual Framework of Test Items Analysis

D. Formulation of the Problems

- How does the level of validity of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?
- 2. How does the level of reliability of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?
- 3. How does the level of difficulty of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?

- 4. How does the level of discrimination index of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?
- 5. How does the index of the distractor efficiency of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016?
- 6. How does The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 can be categorized as good, enough, and bad?

CHAPTER III

RESEARCH METHOD

A. Location and Time of Research

This study was conducted in Madrasah Aaliyah Negeri (MAN) 2 Yogyakarta which is located in K.H. Ahmad Dahlan street, number 130, Ngampilan, Yogyakarta 55261. The collection data was conducted in August 2016.

B. Research Design

This study belongs to descriptive quantitative study. This is because it reveals real facts and then describe those facts quantitatively and intended to test research questions. Nana Sudjana and Ibrahim (2009: 64) say that descriptive study is one attempting to describe a phenomenon, event, and case happened nowadays. This study is aimed at collecting information and data that was used to understand the quality of questions used in MAN 2 Yogyakarta. The approach employed is quantitative approach since the data obtained was transferred into numbers and analysed using *Anates Version 4.09*.

C. Research Variable

Research variable in this study is Analysis of the The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016. The quality of test can be measured from several criteria, such as validity, reliability, level of difficulty, discrimination index, and distractor efficiency.

D. Research Subject and Object

The subject of this study is all students class XI IPS at MAN 2 Yogyakarta which numbers 64 people with the following details.

Table 1. Number of students in each Class

Class	Number of Student
XI IPS 1	21
XI IPS 2	21
XI IPS 3	22
Total	64

Source: Primary Data

The object of this study is Test Items and Answer Key for The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016.

E. The Operational Definition of Research

Analysis of test items means analysing each question tested in a test so that produces high-quality test items that can be used to measure students' learning achievement. There are some aspects need to be considered in doing analysis of test items.

1. Validity

Validity of test items is the ability of test items to measure accurately something intended to measure. Test which can accurately measure learning results is so called valid instrument. In a test item, validity can be measured by using point biserial correlation. Point biserial correlation index (Ypbi) obtained from the calculation result is consulted with r table

in the significant level 5% according to number of students observed. Thus, if it is obtained Ypbi > r table then the test item is valid.

2. Reliability

Reliability is level or degree of consistency of an instrument. Reliabity of a test is related to the question, whether a test is accurate and reliable based on the criteria determined. A test is said to be reliable if it has consistent results though it has been tested for several times.

3. Difficulty Level

Level of difficulty is the proportion of the number of learners anwering correct the test items tested to the total numbers of students. Good test items is one that is not too difficult or easy to do. This is because test items which are too easy can not stimulate students to solve. Otherwise, test items which are too difficult will make learners frustrated and hesitate to solve, because they feel that test items given ae not suited to their competency.

4. Discrimination index

Discrimination is the ability of a test to distinguish learners' ability into several groups, among high-ability, mid-ability, and low-ability students. Number showing degree of discrimination index is called discrimination index. Discrimination index ranges from 0.00 to 1.00.

5. Distractor Efficiency

Distractor Efficiency is the answers students choose available in the test items given. The distribution of answers belongs to the good one if the distractors given are chosen in a similar degree by students answering incorrectly. Conversely, in low-quality distractors, students choose it differently.

F. Technique for Collecting Data

Documentation method was employed to collect data regarding test items for the Even Semester Final Examination accompanied by answer key and answer sheet of testees involved in summative evaluation of the learning results for accounting subject obtained from teacher of Economic Accounting grade XI IPS at MAN 2 Yogyakarta. The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta are in the form of multiple choice or objetive are analyzed first and scores are given to each student's answer. The scoring scale is 0-1, score 1 for the incorrect answers while score 1 for the correct answers.

G. Technique for Analyzing Data

Data analysis was conducted towards The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 by means of finding out validity, reliability, discrimination index, level of difficulty, and distractors index. The test items of the even semester final examination on Economic Accounting subject grade XI IPS at MAN 2 Yogyakarta are in the form of multiple choice or objective are analyzed first and scores are given to each student's answer. The scoring scale is 0-1, score 1 for the incorrect answers while score 1 for the correct answers.

a. Validity

According to Sukiman (2012: 178) correlation technique can be employed to analyse the validity of the test items is *point biserial* correlation technique or *product moment* correlation. Index of point biserial correlation is symbolized by $\gamma_{\rm phi}$. The formula for this correlation is.

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Information:

 γ_{pbi} = biserial correlation coefficient

Mp = score mean of subject answering correctly the validity of the

items sought

Mt = mean of total score

St = standarddeviation of total score

P = proportion of students anwering correctly

 $\left(p = \frac{\text{the number of students answering correctly}}{\text{total number of students}}\right)$

Q = proportion of students answering incorrectly

(Suharsimi Arikunto, 2009: 79)

Index of point biserial correlation (γ_{pbi}) obtained from the calculation result is consulted with r table in the significant level 5% according to number of students observed.

b. Reliability

In finding the value of reliability, the formula of K-R 20 is used. The formula is written as follows:

$$r_{II} = \left(\frac{n}{n-1}\right) \left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

 $r_{\rm II}$ = Reliability of the whole test

P = Proportion of the subjects answering the item correctly

Q = Proportion of the subjects answering the item incorrectly (p=1-q)

 $\sum pq$ = The sum of the result of multiplying p by q

n = The total items

S = Standard deviation from the test (standard deviation is the root of variance)

After the analysis result of the reliability aspect are found, it is interpreted based on the reliability value which is shown in the following table.

Table 2. r Value Interpretation

r value	Categories
0,800 - 1,000	Very high
0,600 - 0,799	High
0,400 - 0,599	Enough
0,200 - 0,399	Low
0,000 - 0,199	Very low

(Sugiyono, 2005: 183)

c. Difficulty Level

According to Nana Sudjana (2011: 135), difficulty level is viewed from the students' ability or capability in answering the questions rather than from the teachers' point of view as the test maker. Suharsimi (2009: 207) held the same opinion that a good test item is neither too difficult nor too easy.

The formula to determine the level of difficulty is:

$$TK = \frac{B_A + B_B}{N_A + N_B} \times 100\%$$

Where:

TK: The difficulty level index

 B_A : The number of students with correct answer in group A B_B : The number of students with correct answer in group B

 N_A : The number of students in group A (excellent)

 N_B : The number of students at group B (bad)

The criterion which is used is if the value of difficulty level is getting lower, the item was more difficult to answer. On the contrary, if the value of difficulty level is getting higher, the item was easier to answer. The index of difficulty level is shown in the following table:

Table 3. Difficulty Level index

0% - 15%	Very difficult
16% - 30%	Difficult
31% - 70%	Enough
71% - 85%	Easy
86% - 100%	Very easy

(Karno, 2003: 15)

d. Discrimination index

According to Suharsimi Arikunto (2009: 211), discrimination index refers to how an item differentiates between high- and low-ability students. In addition, Karnoto (2003: 14), gave the formula to calculate the discrimination index:

The formula to determine discrimination index is::

$$DP = \frac{B_A + B_B}{N_A} \times 100\%$$

Notes:

DP =the total of test takers

BA = the number of correct answer in the high-ability group

BB = the number of correct answer in the low-ability group

NA = the total of students in group A and B

Table 4. Discrimination index Classification

Negative - 9%	Very bad
10% - 19%	Bad
20% - 29%	Enough
30% - 49%	Good
more than 50%	Very Good

(Karno, 2003: 14)

The follow-up to the results of the analysis of discrimination index of a test is presented as follows:

- The items which have already had good discrimination index with a satisfactory, good, and excellent category should be included and written in the question bank because the quality has been already sufficient enough..
- 2. For the items which still have bad discrimination index , there are two possible things to do. They are:
 - a) The items should be checked and then can be revised. After that, they can be proposed again for the next test.
 - b) The items may be removed and are not proposed for the next test.
 - c) For the items which have negative discrimination index, they are not supposed to be proposed for the next test anymore since those kinds of items have a very bad quality (Anas, 2006: 408-409).

e. Distractor Efficiency

According to Suharsimi Arikunto (2009: 219), distractor efficiency is the distribution of the test-takers in choosing the answers for the multiple-choice items. The efficiency of distractors can be found by calculating the number of the test-takers who chose the answer a, b, c, d or did not choose one of them

at all. The distractor efficiency criteria are adapted from Likert Scale as shown in the following table:

Table 5. Likert Scale

Distractors which do not function	Criteria
0	Very Good
1	Good
2	Enough
3	Bad
4	Very Bad

The function of the distractors is to identify the test-takers with high ability. The function of the distractors is effective when there are many test-takers with low ability who choose them. On the contrary, if they are mostly chosen by the test-takers with high ability, the distractors do not function as what they should be (Sumarna, 2006:43). On the other hand, Suharsimi (2009: 220) stated that the distractors which do not attract any responses can be said as bad distractors. It is too clear that they are fooling the test-takers. At the opposite, the distractors function well when they attract the test-takers who do not really understand the concept of the subject matter.

The items which have been analyzed according to the previous criteria are then analyzed further from the aspects of validity, reliability, difficulty level, discrimination index, and distractor efficiency in order to decide the quality of the items. To determine whether the items have good, enough, or bad quality, there are some considerations which are presented below.

 They can be categorized as the items which have a good quality if they fulfill the four criteria. Those are validity, difficulty level, discrimination index, and distractor efficiency.

- 2. They can be categorized as the items which have a enough quality if they only fulfill the three criteria while one of the criteria is not involved in the aspect which has been determined.
- 3. They can be categorized as the items which have a bad quality if they only fulfill two or less than two criteria.

Table 6. Criteria for the analyzed items

Circumstances	Validity	Reliability	Difficulty	Discrimination	Distractor
Circumstances	validity	Renadility	Level	index	efficiency
The items are	$Valid \ge r_{table}$	Reliability	Coefficient	Coefficient 20%	0 or 1
accepted (fulfil	level of	≥0,70	31% - 70%	- 29% or 30% -	distractor
4 criteria)	significance	(reliable) /		49% or more	does not
	5%	< 0,70		than 50%	function
The items are	Valid/invali	(unreliable)	Coefficient	Coefficient 20%	0 or 1 / 2
revised (fulfil 3	$d, \geq r_{table}$		31% - 70% /	- 29% or 30% -	distractor/s
criteria)	<r<sub>table, level</r<sub>		16% - 30%	49% or more	do/does not
	of		or 71% -	than 50% / 10%	function
	significance		85%	- 19%	
	5%				
The items are	Valid/invali		Coefficient	Coefficient 20%	0 or 1/2/3
rejected (fulfil	d/negative,		31% - 70% /	- 29% or 30% -	and 4
2 criteria or	$\geq r_{\text{table}}$		16% - 30%	49% or more	distractor/s
less than 2	<r<sub>table, level</r<sub>		or 71% -	than 50% / 10%	do/does not
criteria)	of		85% / 0% -	- 19% / negative	function
	significance		15% or 86%	-9%	
	5%		- 100%		

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Setting

Madrasah Aaliyah Negeri (MAN) 2 Yogyakarta is located on K.H. Ahmad Dahlan street, number 130, Ngampilan, Yogyakarta 55261. The vision and missions of MAN 2 Yogyakarta are as follows:

The vision of MAN 2 Yogyakarta is as follows:

To create faithful, knowledgeable, and generous students

The missions of MAN 2 Yogyakarta is as follows:

- 1. To create MAN Yogyakarta 2 as "The Real Islamic School"
- 2. To create a dynamic condition in order to develop the students' potentials (heard, heart, hand)
- 3. To boost passion of reading and learning
- 4. To increase foreign language abilities
- 5. To grow enthusiasm of excellence
- 6. To appreciate achievements
- 7. To grow the willingness to do good things (Fastabiqul Khairat)
- 8. To develop life skill extracurricular activities
- 9. To apply democratic and participative management

The total number of X, XI, XII classes are 24 classes consisting of 2 majors, natural and social sciences, in which there are 546 students. There are 546 teachers in total at MAN 2 Yogyakarta involving 46 PNS teachers and 10 honorary teachers. There are 28 staffs including 10 government employees (PNS)

and 10 honorary staffs. The school accreditation is A with score 98.04 (2014). The facilities, such as white boards, board markers, erasers, fans, and LCD, are complete enough to facilitate the whole teaching and learning processes at MAN 2 Yogyakarta.

The classrooms are in good and clean conditions for teaching and learning processes. There are a headmaster room, teacher rooms, a library, a praying room, an administration room, a counseling room, a canteen and toilets. The school also facilitates students' skills and interests with extracurricular activities, such as Students' Association (OSIS) as the main activity, while the rest are Red Cross, students' business center, sport (basketball, volleyball, and karate), and religious activities.

B. Research Data

This research was carried out in order to find the quality The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 seen from validity, reliability, difficulty level, discrimination index, and distractor aspects. The data were the test items of Economics Accounting Final Examination of Even Semester containing 40 multiple choice questions. The data were processed using *Anates Version 4.09* to figure out the validity, reliability, difficulty level, discrimination index, and distractors.

C. Research Result

The results of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 are:

1. Validity

Validity can be examined rationally (rational validity) and empirically (empiric validity). To determine rational validity, a tracking can be done using content validity. Content validity can be identified by using question blueprints whether the test items are already appropriate with the indicators. Economics Accounting Final Examination of Even Semester for grade XI Students of MAN 2 Yogyakarta in the Academic Year of 2015/2016 consist of five basic competencies, they are accounting as an information system, accounting cycle of a service enterprise, international trade policy, description of a concept of accounting basic equation, and analysis of international economic cooperation. The test items according to the content validity index are in Attachment 3.

Correlation coefficient formula is functioned to examine the empirical validity. The total number of the students of XI IPS class are 64 students that consist of 22 students of XI IPS 1 class, 21 students of XI IPS 2 class, and 21 students of XI IPS 3 class. In reference to the number of the research subjects, 64 students, the score gained was 0.250. Thus, the research result toward the analysis of the test items' validity according to \geq 0.250 which means that the test items are valid. Otherwise, if the score is <0.250, the test items are not valid. 0.250 was resulted from Anates in which r table below is at 60 and 0.250. Based upon the

result of the analysis of test items of Economics-Accounting Final Examination of Even Semester for grade XI students of MAN 2 Yogyakarta in the Academic Year of 2015/2016, the valid test items were 22 (55%). The distribution of the 40 test items according to validity is:

Table 7. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Empirical Validity

No	Validity Index	Test items	Total	Percentage
1	>0250 (valid	4, 5, 6, 9, 12, 13, 15, 17, 18,	22	55%
	questions)	19, 20, 23, 25, 26, 27, 29,		
		31, 32, 35, 37, 38, 40		
2	<0250 (invalid	1, 2, 3, 7, 8, 10, 11, 14, 16,	18	45%
	questions)	21, 22, 24, 28, 30, 33, 34,		
		36, 39		

Source: Primary data

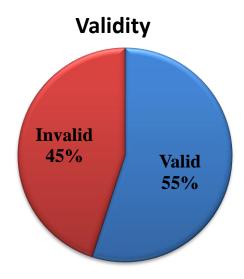


Figure 3. The distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Empirical Validity

2. Reliability

The research result of the analysis of test items' reliability according to $r11 \ge 0.70$, the examined test items have high reliability (reliable), otherwise, if r11 < 0.70, the examined test items have low reliability (unreliable). Based on the analysis of the test items of Economics-Accounting Final Examination of Even Semester for grade XI IPS students of MAN 2 Yogyakarta in the Academic Year of 2015/2016, the test items were 0.73 which means that r11 > 0.70, hence the test items were reliable. (Complete calculation on Attachment 3)

3. Difficulty Level

The criteria used to interpret calculation result of difficulty level are 0%-15% categorized as very difficult, 16%-30% categorized as difficult, 31%-70% categorized as average, 715-85% categorized as easy, and 86%-100% categorized as very easy.

According The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, there were 2 (5%) very easy, 8 (20%) easy, 24 (60%) average, 5 (12.5%0 difficult, and 1 (2.5%) very difficult test items. The distribution of 40 test items according to the difficulty level is:

Table 8. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Difficulty Level

No	Difficulty Level	Test items	Total	Percentage
1	0%-15%	10	1	15%
	(Very Difficult)			
2	16%-30%	2, 9, 23, 30, 33	5	12.5%
	Difficult)			
3	31%-70%	4, 5, 6, 7, 11, 12, 13, 14, 19,	24	25%
	(Enough)	20, 22, 24, 25, 26, 28, 29, 31,		
		32, 34, 35, 36, 37, 38, 39		
4	71%-85%	1, 15, 16, 17, 18, 21, 27, 40	8	25%
	(Easy)			
5	86%-100%	3, 8	2	5%
	(Very Easy)			

Source: Primary Data



Figure 4. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Difficulty Level

Source: Primary Data

4. Discrimination index

Classification used to interpret the test result of discrimination index is <9%, so the test items are classified as bad. 10%-19% is categorized as bad, 20%-29% is enough, 30%-49% is good and $\geq 50\%$ is very good.

From the analysis, it was found that there were 6 (15%) very bad, 5 (12,5%) bad, 10 (25%) enough, and 9 (22,5%) very good test items.. The distribution of 40 test items according to discrimination index is described as follows:

Table 9. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Discrimination Index

No	Discrimination index	Test items	Total	Percentage
1	<9% (Very Bad)	1, 2, 8, 10, 11, 14	6	15%
2	10%-19% (Bad)	30, 33, 36, 37, 39	5	12,5%
3	20%-29% (Enough)	3, 7, 13, 17, 21, 22,	10	25%
		27, 31, 34, 38		
4	30-49% (Good)	9, 15, 16, 20, 24, 26,	10	25%
		28, 29, 32, 40		
5	≥50% (Very Good)	4, 5, 6, 12, 18, 19,	9	22,5%
		23, 25, 35		

Source: Primary data

Very Good 23% Good Good Enough 25% Cood Enough 25%

Figure 5. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Discrimination index

5. Distractor efficiency

The pattern of answer distribution can be identified by calculating the number of test participants who choose a, b, c, d, and e or who does not choose any options. From the distribution of answers, information about functioning distractors. Distractor efficiency can be calculated using distractor efficiency by Anates version 4.09. A distractor is good, if it is $\geq 5\%$ than the number of participants. In interpreting distractor efficiency of each test item, criteria of Likert scale function well:

- a. Distractor efficiency is very good, if all four distractors work.
- b. Distractor efficiency is good, if three distractor work.
- c. Distractor efficiency is enough, if only two distractors work.
- d. Distractor efficiency is bad, if only one distractor work.
- e. Distractor efficiency is very bad, if all distractors do not work.

According to The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, the total number of very good test items were 16 (40%), good test items were 10 (25%), enough test items were 12 (30%), bad test items 2 (5%), and no very bad test items. The distribution of 40 test items according to the effectiveness of distractors.

Table 10. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Distractor Efficiency.

No	Distractor	Test items	Total	Percentage
	efficiency			
1	0	1, 5, 6, 9, 10, 20, 21, 23, 28, 29,	16	40%
	Very Good	30, 33, 34, 35, 38, 39		
2	1	7, 11, 13, 15, 19, 25, 26, 31, 32,	10	25%
	Good	37		
3	2	2, 3, 12, 14, 16, 17, 18, 22, 24,	12	30%
	Enough	27, 36, 40		
4	3	4, 8	2	5%
	Bad			
5	4		0	0%
	Very Bad			

Source: Primary data

Distractor Efficiency

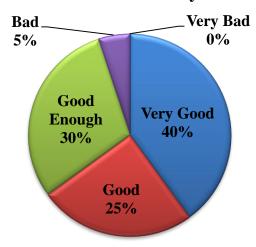


Figure 6. The Distribution of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Distractor efficiency.

Source: Primary data

D. Discussion

1. Validity

Validity testing to Economics-Accounting Final Examination of Even Semester for grade XI Students of MAN 2 Yogyakarta in the Academic Year of 2015/2016 was conducted rationally (logically) and by test items. Rationally, validity of test items can be seen from the content appropriateness with materials and question blueprints. From the analysis of logical validity, the test items of Economics Accounting Final Examination of Even Semester for grade XI IPS were valid, because they were appropriate with the materials and blueprints given to the students of XI IPS class were appropriate with the indicators as well.

Validity of test items can be measured using point biserial correlation. Point biserial index (Y_{pbi}) obtained from the testing result and consulted to r using *Anates Version 4.09* at its significance level of 5% was suitable with the number of the students. If $Y_{pbi} > r$ table, the test items were valid. The subjects of the research were 64 students, so n = 64. Seen from the criteria shown by *Anates Version 4.09*, r was 0.250. As the result, The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 were valid if $Y_{pbi} \ge 0.250$.

According to The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, there were 22 (55%) valid test items and 18 (45%)

invalid test items. The invalid test items should be revised and then used, while the valid ones are ready to use.

Validity according to Anas Sudijono (2012: 182) is a precise measurement that each test item possesses in measuring what it should measure. Other theory stated by Ngalim Purwanto (2009: 137) says that validity is quality showing a relationship between measurement (diagnosis) and meaning or goal of learning criteria or behavior.

In line with the research done by Faris Saifuddin Karyanantio in 2014 entitled An Analysis of Test items of Even Semester Examination of Accounting Study Program for Grade XI at SMK Negeri 2 Magelang in the Academic Year of 2014/2015, the research showed that (1) there were 32 (53.33%) valid, and 28 (46.67%) invalid test items. The test items of Economics-Accounting Final Examination of Even Semester for grade XI students of MAN 2 Yogyakarta in the Academic Year of 2015/2016 were classified into good test items proven by 55% valid test items. If both test items were compared, they were all valid. Test items used for examination should be valid, whether the contents or items. The valid test items are stored in a question bank and used for examination. Meanwhile, the invalid ones are revised and adjusted to the indicators. Questions become valid, if they entail the materials in order to achieve the goal. In conclusion, validity is the most principal used in determining good characteristics of a test.

2. Reliability

The reliability of test items is a stability level or degree (consistency) of a question. A whole analysis of test items can be found in reliability index. Reliability of test items is measured using Anates Version 4.09. Interpretation of reliability coefficient (r_{11}) is that if $r_{11} \geq 0.70$, the tested test items are reliable. Yet, if $r_{11} < 0.70$, the tested test items are unreliable.

According to The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, the whole reliability was 0.73. In conclusion, the test items were reliable, since 0.73 > 0.70. Compared to the research carried out by Faris Saifuddin Karyananto, the test items of Economics-Accounting Final Examination of Even Semester for grade XI students of MAN 2 Yogyakarta in the Academic Year of 2015/2016 were more reliable.

A test is reliable, if it is able to show relatively same results in several times of tests. An instrument is reliable, if test items resulted in the same results of what they should measure.

3. Difficulty Level

According to Zainal Arifin (2012: 266), a difficulty level is measurement of how difficult a test item is. Anas Sudijono (2011: 370) explains that a test item is good if it is not too difficult or easy. In other words, a difficulty level is average or medium. Suharsimi (2009: 207) also assumes that a good test item is not too difficult or easy. Therefore, to increase difficulty of questions, students' ability to

answers the questions should be considered, whether they can answer or not.

Interpretation of a difficulty level is:

Test items with P 0.00 - 0.30 are difficult

Test items with P 0.31 - 0.70 are average/ medium

Test items with P 0.71 - 1.00 are easy

(Suharsimi Arikunto, 2013: 225)

From the analysis, there were 2 (5%) very easy, 8 (20%) easy, 24 (60%) average, 5 (12.5%) difficult, and 1 (2.5%) very difficult test items. Research done by Putri Dwi Kusuma Hapsari in 2013 entitled an Analysis of Test items of Even Semester Economic Examination for grade XI IPS of Accounting at SMA Negeri 6 Yogyakarta in the Academic Year of 2013/ 2014 showed that there were 5 (12.5%) difficult, 28 (70%) average, and 7 (17.5%) easy test items.

A good test item is a test item that owns medium/ average difficulty level. Meanwhile, an easy and difficult test item is bad, thus revision is needed. In conclusion, The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 had a good difficulty level with 24 (60%) average/ medium test items. Zainal Arifin (2013: 26) states that measurement of difficulty level is that of how difficult of a question is. If a test item is proportional, it is good.

Medium/ average test items should be stored in a question bank, while the difficult ones should be revised and the causes should be found. Easy test items

also need revision, such as changing options or providing with more complex sentences in order to make the students think harder.

4. Discrimination index

Discrimination index is an ability of a test item to distinguish between the high and low intelligence students. The classification of discrimination index is as follows:

Table 11. Classification of discrimination index

Discrimination index	Interpretation	
Negative- 9%	Very bad	
10% - 19%	Bad	
20% - 29%	Enough	
30% - 49%	Good	
50% above	Very good	

(Karno To, 2003: 14)

From the analysis, there were 6 (5%) items with very bad discrimination index, 5 (12.5%) items with bad discrimination index, 10 (25%) items with good enough discrimination index, 10 (25%) items with good discrimination index, and 9 (22.5%) items with very good discrimination index.. Research done by Marzuki in 2014 entitled an Analysis of Test items of Mid Even Semester Examination of Accounting Productivity for Grade X of Accounting Study Program at SMK Negeri 1 Yogyakarta in the Academic Year of 2014/ 2015 showed that there were 0 (0%) very good, 7 (17.5%) good, 7 (17.5%) enough, 24 (60%) bad, and 2 (5%) very bad discrimination index. If they were compared to The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, The Analysis of Test Items of Economics-Accounting Final Examination of Even

Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 had bigger discrimination index.

Test items with a good discrimination index should be stored in a question bank and used. Enough test items should be revised, while the bad ones should be revised and the causes should be found.

5. Distractor efficiency

Effectiveness of distractor efficiency can be identified by finding pattern distribution of questions. From the pattern, it is found whether distractors function well or not. A test item is categorized as good, if the distractor functions well. If the distractors chosen are at least 5% of the whole number of students, it means that the distractor works well. The number of subjects of this research was 64 students, so the distractors functioned well, if there were at least 5% of 64 students or 3 students were chosen.

Likert scale is used to interpret distractor efficiency of each test item:

- a. Distractor efficiency is very good, if four distractors work.
- b. Distractor efficiency is good, only three distractors work.
- c. Distractor efficiency is enough, if only two distractors work.
- d. Distractor efficiency is bad, if only one distractor works.
- e. Distractor efficiency is very bad, if all distractors do not work.

According to The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, there were 16 (40%) very good, 10 (25%) good, 12 (30%) enough, 2 (5%) bad test items and there were no very bad test items.

Research done by Putri Dwi Kusuma Hapsari in 2013 entitled an Analysis of Test items of Even Semester Economic Examination for grade XI IPS of Accounting at SMA Negeri 6 Yogyakarta in the Academic Year of 2013/2014 showed there were 13 (32.5%) very good, 12 (30%) good and 5 (37.5%) enough distractors.

Analysis of Test items According to Validity, Difficulty Level,
 Discrimination index, and Distractor efficiency

After doing the testing of each category, the test items were then analyzed based on the validity, reliability, discrimination index, and distractor efficiency to figure out the quality of the whole The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016. Quality of test items is divided into five: very good, good, enough, bad, very bad based on some consideration below:

- a. A good test item is good if it fulfills four criteria. In validity, it is valid. In discrimination index, it is very good, good and enough. In difficulty level, it is average/ medium. In distractor efficiency, it is very good, good, and enough.
- b. A test item is good enough, if it fulfills only three criteria, while the other one does not. The other aspect does not fulfill validity (invalid). In discrimination index, it is bad or very bad. In difficulty level, it is very easy, easy, and very easy. In distractor efficiency, it is bad or very bad.
- c. A test item is not good, if it does not fulfill two or more determined criteria.

The analysis of the whole The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to validity, reliability, discrimination index, difficulty level, and distractor efficiency is as follows:

Table 12. The Analysis of the whole The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to Validity, Reliability, Difficulty Level, Discrimination Index, and Distractor Efficiency

No	Quality	Test items	Total	Percentage
1	Bad	1, 2, 3, 8, 10, 11, 14, 16, 21, 30,	13	32,5%
		33, 36, 39		
2	Enough	4, 7, 9, 15, 17, 18, 22, 23, 24, 27,	14	35%
		28, 34, 37, 40		
3	Good	5, 6, 12, 13, 19, 20, 25, 26, 29,	13	32,5%
		31, 32, 35, 38		

Source: Primary Data



Figure 7. The Analysis of the whole The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 according to validity, reliability, difficulty level, discrimination index and distractor efficiency

In reference to the data, it is concluded that the quality of the test items of Economics-Accounting Final Examination of Even Semester for grade XI IPS students of MAN 2 Yogyakarta in the Academic Year of 2015/2016 had 13 (32.5%) questions items fulfilling four criteria, 14 (35%) test items fulfilling three criteria, and 13 (32.5%) fulfilling only 2 or less than 4 criteria.

The causes of the failure are as the following:

Table 13. Causes of Failure

No	Causes of Failure	Test items	Total	Percentage
1	Validity (Invalid)	1, 2, 3, 7, 8, 10, 11, 14,	18	45%
		16, 21, 22, 24, 28, 30, 33,		
		34, 36, 39		
2	Discrimination index	1, 2, 8, 10, 11, 14, 30, 33,	11	27.5%
	(Very bad and bad)	36, 37, 39		
3	Difficulty Level (very	1, 2, 3, 8, 9, 10, 15, 6, 17,	16	40%
	difficult, difficult,	18, 21, 23, 27, 30, 33, 40		
	easy, very easy)			
4	Distractor efficiency	4, 8	2	5%
	(Less good and not			
	good)			

According to the table above, the biggest cause of failure was at validity showing 45%. Validity means that the test items were not appropriate yet. Diffiuclty level got percentage of 40%. It showed that the questions were too easy or difficult, so there were some questions that were easy to answer by most of even all students.

The failure was also caused by discrimination index that showed 27.5%. It proved that discrimination index of the test items were not good and unable to distinguish whether the students understood the materials or not. Lastly, distractor efficiency of the test items showed 5% which means that the distractors did not function well.

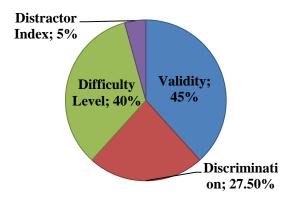


Figure 8. Percentage of the Failure of the Test items

The good test items were put into a question bank and used, while the less good test items were revised and the causes of the problems were found and the bad ones were eliminated.

E. Limitation of the Research

This research had limitation such as:

- 1. The analysis was done only to know the quality of the test items, not to divide each item into specific aspect, such as affective, cognitive, or psychomotor.
- 2. The analysis used *Anates Version 4.09*
- 3. The result according to *Anates Version 4.09*, the interpretation used criteria: very significant, significant, and insignificant. It was against the theory in this research that interprets validity into two criteria: valid and invalid. This

research adjusted with the results of the analysis of the theory in order to make the conclusion taking easy. The criteria were significant and very significant which mean valid, while insignifant means invalid

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

In reference to the results of the analysis of the test items consisting of validity, reliability, difficulty level, discrimination index, and distractor efficiency of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, the test items were in good quality. According to the whole analysis, the data showed that there were 13 or 32.5% good items which fulfilled four criteria, 14 or 35% items which fulfilled three criteria, and 13 or 32.5% bad items which fulfilled only less than and equal to two criteria. The conclusions were obtained from the following analysis:

- 1. According to Validity, the data of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 showed that there were 22 (55%) valid and 18 (45%) invalid test items.
- According to Reliability, The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 gained reliability of 0.73.
- According to Difficulty level, the results of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 showed

- that there were 2 (5%) very easy, 8 (20%) easy, 24 (60%) average, 5 (12.5%) difficult, and 1 (2.5%) very difficult test items.
- 4. According to Discrimination Index, the results of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 showed that there were 6 (5%) items with very bad discrimination index, 5 (12.5%) items with bad discrimination index, 10 (25%) items with good enough discrimination index, 10 (25%) items with good discrimination index, and 9 (22.5%) items with very good discrimination index.
- 5. According to Distractor Efficiency, the results of the analysis toward The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 showed that there were 16 (40%) very good, 10 (25%) good, 12 (30%) enough, 2 (5%) bad test items and there were no very bad test items.

The results of the whole analysis of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 showed that there were 13 or 32.5% good questions items fulfilling four criteria, 14 or 35% good enough test items fulfilling three criteria, and 13 or 32.5% bad test items fulfilling only 2 or less than 4 criteria.

B. Implications

The implications of the results of the whole analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016 are:

- 1. The results showed that there were 22 (55%) valid test items and 18 (45%) invalid test items. The valid test items were saved and used again in examinations and stored in a question bank, while the invalid ones were eliminated or revised by improving the arrangement technique and material appropriateness, so the questions can be used.
- 2. The results showed that if $r_{11} \ge 0.70$, the tested test items were reliable. Yet, if $r_{11} < 0.70$, the tested test items were unreliable.
- 3. The results showed that there were 2 (5%) very easy, 8 (20%) easy, 24 (60%) average, 5 (12.5%) difficult, and 1 (2.5%) very difficult test items. Test items with average category should be stored in a question bank and used as a test instrument or revised by a little modification to give some variation. Easy or difficult questions should be eliminated. To modify the test items, revision such as tracking and re-observation are necessary to avoid problems that might cause failure on the test items.
- 4. The results showed that there were 6 (5%) items with very bad discrimination index, 5 (12.5%) items with bad discrimination index, 10 (25%) items with good enough discrimination index, 10 (25%) items with good discrimination index, and 9 (22.5%) items with very good discrimination index. It showed

that test items with good discrimination index should be kept in order to distinguish between upper and bottom groups.

5. The results showed that there were 16 (40%) very good, 10 (25%) good, 12 (30%) enough, 2 (5%) bad test items and there were no very bad test items.
Test items with good distractors should be kept, while those with bad distractors should be revised by removing the useless ones.

C. Suggestions

Based on the results of the analysis of the test items consisting of validity, reliability, difficulty level, discrimination index and distractor efficiency of The Analysis of Test Items of Economics-Accounting Final Examination of Even Semester for Grade XI IPS Students of MAN 2 Yogyakarta in Academic Year 2015/2016, the suggestions go as follows:

- Good questions should be stored in a question bank and reused later by giving some modification on the next final examination. Less good questions should be revised and the causes of the problems should be found. Meanwhile, the bad ones should be eliminated.
- 2. The headmaster should give training to the teachers about how the analysis of test items for tests should be conducted.
- 3. Question makers should enhance their comprehension in writing test items. It is because test instruments consisting of 13 or 32.5% good items which fulfilled four criteria, 14 or 35% items which fulfilled three criteria, and 13 or 32.5% bad items which fulfilled only less than and equal to two criteria.

4.	The Anates Version 4.09 developer should do validity checking and develop
	the program into the more eligible one.

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APPENDIX 1

- a. Test Items of Economics-Accounting Final Examination of Even Semester for grade XI students of MAN 2 Yogyakarta in the Academic Year of 2015/2016
- b. Key Answer

DOKUMEN NEGARA SANGAT RAHASIA



KEMENTERIAN AGAMA R.I. KELOMPOK KERJA KEPALA MADRASAH ALIYAH (K3MA) DAERAH ISTIMEWA YOGYAKARTA

ULANGAN KENAIKAN KELAS (UKK) JENJANG MADRASAH ALIYAH TAHUN PELAJARAN 2015/ 2016

LEMBAR SOAL			
Mata Pelajaran	:	EKONOMI AKUNTANSI	
Kelas	;	XI (K 2013)	
Program/Jurusan	:	IPS	
Hari/ Tanggal		SENIN, 30 MEI 2016	
Waktu/ Lama	:	07.30 - 09.30 WIB	

PETUNJUK UMUM

- Isikan identitas Anda ke dalam Lembar Jawaban Ulangan Kenaikan Kelas (LJ-UKK)
- 2. Isikan jawaban soal ke dalam LJ-UKK yang telah disediakan sesuai petunjuk yang tercantum di dalamnya
- 3. Pengisian LJ- UKK seyogyanya menggunakan pensil 2 B
- 4. Soal dalam bentuk Pilihan Ganda
- 5. Periksa dan bacalah soal-soal sebelum menjawabnya
- Laporkan kepada Pengawas ruang apabila terdapat lembar soal yang kurang jelas, rusak atau tidak lengkap
- 7. Periksalah pekerjaan Anda sebelum diserahkan kepada Pengawas ruang
- 8. Berdo'alah sebelum memulai dan setelah mengerjakan soal
- 9. Yakin dan percayalah dengan kemampuan sendiri

PETUNJUK KHUSUS

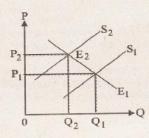
Pilih salah satu jawaban yang paling tepat dengan menghitamkan () huruf A, B, C, D atau E pada lembar jawab yang tersedia !

- 1. Perhatikan pernyataan dibawah ini !
 - 1. indeks harga merupakan petunjuk atau barometer kondisi ekonomi umum
 - 2. indeks harga dapat digunakan bagi pembelian barang
 - 3. indeks harga ditetapkan berdasarkan sampel bukan populasi
 - 4. indeks harga dihitung berdasarkan waktu yang kondisi ekonominya stabil
 - 5. penghitungan indeks harga menggunakan metode yang sesuai dan tepat Pernyataan di atas yang merupakan peran indeks harga adalah
 - A. 1 dan 2
 - B. 2 dan 4
 - C. 2 dan 5
 - D. 3 dan 4
 - E. 3 dan 5
- Perhatikan tabel berikut!

Nama		Harga (Rp)		Jumlah barang		
Barang	2010	2011	2012	2010	2011	2012
Beras	3.000	4.000	5.000	80	100	120
Terigu	6.000	8.000	10.000	60	75	90
Gula	7.000	10.000	12.000	85	.100	125

Berdasarkan data di atas, indeks harga tahun 2012 menggunakan metode Laspeyres dengan tahun 2011 sebagai tahun dasar adalah

- A. 102%
- B. 125%
- C. 130%
- D. 132%
- E. 134%
- Suatu kondisi jumlah uang yang beredar di masyarakat melampaui kapasitasnya dan ditandai dengan naiknya harga-harga barang secara umum, kondisi tersebut disebut
 - A. deflasi
 - B. inflasi
 - C. resesi
 - D. revaluasi
 - E. devaluasi
- 4. Perhatikan kurva dibawah ini!



- hiper inflation
- ekported inflation
- imported inflation C.
- D. cost push inflation
- demand pull inflation
- Perhatikan tabel indeks harga tahun 2015 di bawah ini!

Bulan	IHK
Januari	112
Februari	115
Maret	120
April	125
Mei	130

Dari data di atas laju inflasi pada bulan Mei sebesar

- A.
- B. 4,5%
- C. 5%
- D. 6%
- E. 6,5%
- Di bawah ini dampak negatif dan positif dari inflasi
 - 1. kreditor-kreditor mengembalikan uang dengan nilai uang yang sudah turun
 - 2. debitur menerima pengembalian dengan nilai uang yang sudah turun
 - 3. orang yang berpenghasilan tetap pendapatan riilnya turun
 - 4. penabung , jumlah uang yag dikumpulkan nilai riilnya turun
 - 5. pedagang besar menjual barang dengan harga yang sudah disesuaikan Dari pernyataan di atas yang merupakan dampak negatif dari inflasi adalah
 - A. 1, 2, dan 3
 - B. 1, 2; dan 4
 - C. 1, 3, dan 4
 - D. 2, 3, dan 4
 - 3, 4, dan 5
- Perhatikan tabel di bawah ini!

Α .	В	C
Kebijakan diskonto	Kebijakan kredit selektif	Kebijakan upah buruh
2. Pengawasan harga	Politik pasar terbuka	Menekan arus barang impor dengan cara menaikan pajak
3. Pengeluaran pemerintah	3. Peningkatan produksi	3. Politik cadangan kas

Dari tabel di atas yang merupakan kebijakan moneter adalah

- A. A1, B1, C1
- B. A1, B2, C3
- C. A1, B3, C2 D. A2, B2, C3
- E. A3, B2, C3
- Diketahui jumlah uang yang beredar Rp1.500.000,00, tingkat harga Rp10.000,00 dan volume perdagangan 50.000, kecepatan uang beredar adalah
 - 75
 - B. 100
 - C. 200
 - D. 300

- 9. Perhatikan pernyataan di bawah ini!
 - 1. besar kecilnya pembelanjaan negara yang berkaitan dengan pendapatan nasional
 - 2. cepat atau lambatnya laju peredaran uang
 - keadaan geografis di perkotaan lebih cepat dan lebih banyak jumlah uang yang beredar dibandingkan di pedesaan
 - struktur ekonomi, negara agraris berbeda dengan negara industri, negara industri peredaran uang lebih cepat dan lebih banyak
 - Iptek negara yang maju lebih banyak dan lebih cepat uang beredar dibandingkan dengan negara yang menerapkan teknologi yang sederhana.

Di bawah ini yang merupakan faktor yang mempengaruhi penawaran uang adalah

- A. 1, 2, 3
- B. 1, 4, 5
- C. 2, 3, 4
- D. 2, 3, 5
- E. 3, 4, 5
- 10. Perhatikan pernyataan di bawah ini!
 - 1. membantu mempercepat proses pembangunan
 - 2. mengatur stabilitas kegiatan ekonomi dan menyejahterakan rakyat
 - 3. menciptakan penawaran uang yang cukup
 - 4. mengefektifkan penerimaan APBN
 - 5. menghemat pengeluaran negara

Yang merupakan peran kebijakan moneter dalam perekonomian adalah

- A. 1 dan 2
- B. 1 dan 3
- C. 2 dan 3
- D. 3 dan 4
- E. 4 dan 5
- Pada saat inflasi Bank Indonesia memberlakukan peraturan kepada semua bank untuk menaikkan cadangan kas yang ada pada masing-masing bank agar keadaan ekonomi kembali stabil, kebijakan tersebut merupakan kebijakan
 - A. fiskal
 - B. cash ratio
 - C. sanering
 - D. diskonto
 - E. politik open market
- 12. Pemerintah mengeluarkan kebijakan yang berkaitan dengan hal pengaturan anggaran yang juga dilakukan untuk meningkatkan pertumbuhan dan pembangunan ekonomi, kebijakan tersebut adalah kebijakan
 - A. fiskal
 - B. moneter
 - C. non moneter
 - D. penghematan anggaran
 - E. peningkatan tarif pajak
- 13. Dalam rangka pengefektifan anggaran negara, maka pemerintah melaksanakan penghematan anggaran negara dengan cara mengurangi anggaran dalam setiap kementerian yang ada di Indonesia,kebijakan tersebut merupakan kebijakan
 - A. riil
 - B. fiskal
 - C. moneter
 - D. non moneter

Perhatikan tabel di bawah ini !

Perhatikan tabel di bawah ini !	В	C
A	Kebijakan kredit selektif	1. Kebijakkan upah buruh
Kebijakan diskonto	1. Kebijakan kredit selekti	2. Menekan arus barang impo
Anggaran belanja seimbang	2. Peningkatan tarif pajak	dengan cara menaikkan pajak
2 Barahamatan	3. Peningkatan produksi	3. Pengurangan subsidi BBM
Penghematan Pengeluaran pemerintah		and the second second

Dari tabel di atas yang merupakan kebijakan fiskal adalah

- A1, B1, C1
- A1, B2, C3
- C. A1, B3, C2
- D. A2, B2, C3
- E. A3, B2, C3

15. Perhatikan pernyataan dibawah ini !

- 1. usaha dimiliki oleh individu
- usaha dilakukan secara bersama-sama
- 3. pemilik perusahaan adalah pemilik saham
- 4. setiap anggota memiliki hak yang sama, bukan berdasarkan modal
- 5. SHU dibagikan sebanding dengan jasa masing- masing anggota
- Dari pernyataan diatas yang merupakan karakteristik koperasi adalah
- A. 1 dan 2
- B. 1 dan 5
- C. 2 dan 3
- 3 dan 4 D.
- 4 dan 5

16. Perhatikan pernyataan di bawah ini !

- 1. mencegah agar cabang- cabang produksi yang penting dan menguasai hajat hidup orang banyak tidak dikuasai oleh kelompok masyarakat tertentu
- 2. bekerjasama dengan pemerintah dalam kegiatan ekonomi
- 3. mengelola dan mengupayakan kegiatan ekonomi yang tidak ditangani pemerintah
- 4. sarana pendidikan melalui praktik kewirausahaan
- 5. memberikan pelayanan untuk kepentingan masyarakat dan memenuhi kebutuhannya Dari pernyataan di atas yang merupakan peran BUMN adalah
- 1 dan 2 A.
- 1 dan 5 B.
- C. 2 dan 3
- D. 3 dan 4
- 4 dan 5 E.

17. Perhatikan pernyataan di bawah ini !

- mencegah monopoli pihak swasta produk- produk yang menguasai hajat hidup orang
- mengembangkan potensi dan kemampuan ekonomi anggota pada khususnya dan masyarakat pada umumnya
- berperan secara efektif melalui penyediaan kebutuhan dalam upaya mempertinggi kualitas kehidupan masyarakat
- memperkokoh ketahanaan ekonomi yang bersifat kerakyatan 4.
- sebagai sumber penghasilan untuk mengisi kas negara

2	
	Dari pernyataan di atas peran koperasi dalam perekonomian di Indonesia adalah A. 1, 2, dan 3 B. 1, 4, dan 5 C. 2, 3, dan 4 D. 2, 4, dan 5 E. 3, 4, dan 5
	Suatu bentuk perusahaan yang didirikan oleh dua sekutu yaitu sekutu aktif yaitu mereka yang menyetorkan modal sekaligus menjalankan perusahaan serta sekutu pasif yaitu mereka yang hanya menyetorkan modal dalam usaha. Bentuk perusahaan tersebut adalah A. CV B. PT C. Firma D. Koperasi E. Perusahaan perseorangan
	Suatu bentuk perusahaan yang didirikan oleh dua orang atau lebih, dan menjalankan usahanya menggunakan nama bersama, tanggungjawab anggota tidak terbatas, labanya juga dibagi berdasarkan besar kecilnya modal yang disertakan. Bentuk perusahaan tersebut adalah A. PT B. CV C. Firma D. Koperasi E. Perusahaan perseorangan
	Perhatikan pernyataan di bawah ini! 1. adanya pembatasan tanggung jawab atas utang- utang perusahaan 2. pemilikan saham dapat terjangkau oleh lapisan masyarakat kecil 3. saham mudah diperjualbelikan 4. tanggungjawab yang tidak terbatas oleh sekutu aktif 5. keuntungan dinikmati oleh seorang pemilik Dari pernyataan di atas yang merupakan kelebihan Perseroan Terbatas adalah A. 1, 2, dan 3 B. 1, 2, dan 4
1.	C. 1, 2, dan 5 D. 2, 3, dan 4 E. 3, 4, dan 5 Perhatikan pernyataan di bawah ini! 1. rawan konflik internal 2. sukar untuk menarik kembali investasinya 3. tidak tentu kelangsungan hidupnya 4. permodalan terbatas karena hanya berasal dari keuangan pribadi 5. tanggungjawab yang tidak terbatas oleh sekutu aktif
	Dari pernyataan di atas yang merupakan kelemahan perusahaan perseorangan adalah A. 1 dan 2 B. 1 dan 5 C. 2 dan 3 D. 3 dan 4

- 22. Perhatikan pernyataan di bawah ini!
 - 1. keanggotaan bersifat sukarela dan terbuka
 - 2. salah satu anggota keluar maka badan usaha tersebut dibubarkan
 - 3. menyelenggarakan pendidikan dan pelatihan bagi anggota, pengawas, pengurus, dan karyawan serta memberikan informasi kepada masyarakat jatidiri, kegiatan dan kemanfaatan koperasi
 - 4. pembagian keuntungan sesuai dengan peran aktif anggota
 - 5. bekerja untuk pembangunan berkelanjutan bagi ligkungan dan masyarakatnya melalui kebijakan yang disepakati oleh anggota

Dari pernyataan di atas yang merupakan prinsip- prinsip koperasi adalah

- 1, 2 dan 3
- 1, 3 dan 5
- C. 1, 4 dan 5
- D. 2, 3 dan 4
- E. 3, 4 dan 5
- 23. Perhatikan pernyataan di bawah ini!
 - 1. menyediakan sumber pembiayaan jangka panjang
 - bisa lebih bebas dan fleksibel dalam mengelola dana
 - 3. memberikan wahana berinvestasi
 - 4. bisa memperoleh dividen
 - 5. bisa dengan mudah beralih investasi

Dari pernyataan di atas yang merupakan peran pasar modal bagi investor adalah

- A. 1, 2 dan 3
- 1, 4 dan 5 B.
- 2, 3 dan 4 C.
- D. 3, 4 dan 5
- E. 2, 3 dan 5
- 24. Perhatikan pernyataan di bawah ini!
 - 1. penghimpun dana berupa surat- surat berharga dalam jangka pendek
 - 2. memberikan kesempatan kepada investor untuk memperoleh hasil (return) yang diharapkan berupa dividen
 - 3. memberikan kesempatan kepada investor untuk menjual kembali saham yang dimiliki atau surat berharga lainnya
 - 4. perantara dalam perdagangan surat- surat berharga jangka pendek
 - 5. sebagai fasilitas dalam melakukan interaksi antara pembeli dan penjual untuk menentukan harga saham

Dari pernyataan di atas yang merupakan peran pasar modal adalah

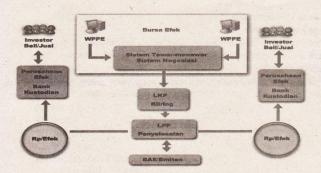
- A. 1, 2 dan 3
- 1, 3 dan 4
- C. 2, 3 dan 4
- 2, 3 dan 5
- 3, 4 dan 5
- 25. Dalam pasar modal melibatkan banyak lembaga- lembaga penunjang antara lain pihak yang bertugas melakukan kontrak dengan emiten untuk melaksanakan pencatatan kepemilikan dan pembagian yang berkaitan dengan efek. Lembaga tersebut adalah
 - A. Kustodian
 - B. Wali amanat
 - Pemeringkat efek
 - Biro administrasi efek
 - E. Lembaga kriring dan penjamin

26. Perhatikan tabel di bawah ini !

A	В	C		
Keuntungan berupa dividen	Keuntungan berupa kupon	Merupakan surat kepemilikan terhadap perusahaan		
Merupakan surat utang kepada investor	Kerupakan alternatif investasi bagi pemodal kecil	Dana diinvestasikan dalam portofolio efek		
3. Terikat oleh waktu	3. Berhak hadir dalam RUPS	3. Meliliki hak klaim pertama		

Berdasarkan tabel di atas yang merupakan karakteristik dari saham adalah

- A. A1, B1, C1
- B. A1, B2, C2
- C. A1, B3, C1
- D. A2, B2, C2
- E. A3, B3, C3
- 27. Pak Ahmad bulan Januari 2015 membeli saham sebanyak 10 lot dengan harga Rp10.000,00, kemudian pada bulan Januari 2016 saham tersebut dijual semuanya dan harga saat penjualan Rp13.000,00. Capital gain yang diperoleh pak Ahmad
 - A. Rp 3.000.000,00
 - B. Rp 5.000.000,00
 - C. Rp 7.000.000,00
 - D. Rp10.000.000,00
 - E. Rp13.000.000,00
- 28. Perhatikan mekanisme transaksi pasar modal di bawah ini!



Berdasarkan gambar di atas proses pembelian surat- surat berharga terletak pada nomer

- A. LPP- BAE- Efek
- B. Sistem tawar menawar- LKP-LPP
- C. Efek- Bank kustodian- investor jual
- D. Investor beli- WPPE- sistem tawar menawar
- E. Investor jual- WPPE- sistem tawar menawar

- 29. Mekanisme penjualan surat berharga di bursa efek dimulai dengan investor menghubungi broker jual, kemudian broker meneruskan perintah yang diinginkan pada dealer di perusahaan investasi, jika order terpenuhi broker memberitahukan ke dealer untuk selanjutnya disampaikan ke investor. Semua transaksi yang terjadi di sistem JATS selanjutnya dikirim ke sistem komputer yang ada di LKP dan LPP, dan diakhiri dengan
 - A. broker jual dan beli bertransaksi
 - pemilik modal melakukan transaksi dengan broker
 - broker memberikan keuntungan kepada pemilik modal C.
 - dealer menghubungi petugas di bursa untuk menjual saham D.
 - sistem komputer di LPP melakukan pemindahbukuan ke rekening
- 30. Berikut adalah tujuan dan manfaat perdagangan internasional
 - memenuhi kebutuhan dalam negeri
 - 2. sumber penerimaan negara (devisa)
 - 3. menambah kesempatan kerja
 - 4. memperoleh keuntungan
 - 5. melaukan kerjasama internasional

Dari pernyataan di bawah ini yang termasuk manfaat perdagangan internasional adalah ...

- A. 1, 2, dan 3
- B. 1, 2, dan 4
- C. 2, 3, dan 4
- D. 2, 3, dan 5
- E. 3, 4, dan 5
- 31. Berikut ini faktor pendorong dan penghambat perdagangan internasional dalam rangka percepatan MEA:
 - 1. kurangnya penguasaan bahasa asing
 - 2. tersedianya tenaga kerja yang banyak
 - 3. tersedianya sumber daya alam yang melimpah
 - 4. kesiapan penduduk untuk bersaing dengan negara lain
 - 5. keadaan politik yang kondusif

Dari pernyataan di atas yang merupakan faktor pendorong yang paling berpengaruh di Indonesia adalah

- A. 1 dan 2
- B. 1 dan 3
- C. 2 dan 3
- D. 3 dan 4
- E. 4 dan 5
- 32. Teori keunggulan komparatif mengemukakan bahwa suatu negara walaupun tidak mempunyai keunggulan tetapi tetap bisa melakukan perdagangan internasional dan masih saling menguntungkan karena perbedaan keunggulan komparatif. Manfaat keunggulan komparatif bagi suatu negara dari perdagangan internasional adalah
 - A. menghemat devisa negara
 - B. memperluas daerah pemasaran
 - C. menghemat penggunaan mesin
 - D. memperoleh keunggulan mutlak
 - E. memperoleh keuntungan dari pada memproduksi sendiri

33. Perhatikan tabel berikut!

Nama negara	Pro	oduksi
	Gula	Kain
Indonesia	50 Kg	20 M
Malaysia	40	10 M

Dari tabel tersebut setiap 1 Meter kain ditukar dengan gula, maka pernyataan yang benar

- Indonesia mengirim 1 Meter kain akan memperoleh untung gula dari Malaysia sebesar
- Indonesia mengirim 1 Kg gula akan memperoleh untung kain dari Malaysia sebesar 0,15 meter.
- Indonesia mengirim 1 Meter kain akan memperoleh untung gula dari Malaysia sebesar
- Malaysia mengirim 1 Meter kain akan memperoleh untung gula dari Indonesia sebesar
- E. Malaysia mengirim 1 Kg gula akan memperoleh untung kain dari Indonesia sebesar 1,5
- 34. Kebutuhan daging sapi di Indonesia tergolong sangat tinggi, tetapi kenyataan di Indonesia perkembangan sapi sangat lambat dan harus dipenuhi dengan cara impor daging sapi, tetapi resiko terhadap penyakit hewan tersebut juga tinggi, maka kebijakan yang cocok diberlakukan oleh pemerintah Indonesia adalah
 - A. tarif
 - B. kuota
 - C. subsidi
 - D. dumping
 - E. larangan impor
- 35. Pangsa pasar otomotif Jepang sangatlah kompetitif di negara lain, karena produk otomotif dari negara lain juga banyak bermunculan,sehingga pemerintah Jepang sendiri memberlakukan kebijakan menjual produk Jepang dengan harga lebih murah dibandingkan harga jual di negara Jepang sendiri, salah satu tujuan kebijakan ini adalah untuk menguasai pasar otomotif. di luar negeri.Kebijakan yang diberlakukan pemerintah Jepang tersebut adalah
 - A. kuota
 - B. subsidi
 - C. dumping
 - D. pelarangan impor
 - E. politik pasar terbuka
- 36. Di bawah ini komponen neraca pembayaran :
 - 1. neraca perdagangan
 - 2. neraca jasa
 - 3. neraca modal
 - perubahan cadangan devisa
 neraca transaksi sepihak

Yang termasuk neraca transaksi berjalan (current account) adalah

- A. 1, 2, dan 3
- B. 1, 2, dan 4
- C. 1, 2, dan 5
- D. 2, 3, dan 4

37. Data neraca perdagangan " negara Alengka" sebagai berikut :

Ekspor

= +2.500

Impor

= -1.000

Neraca perdagangan

= + 1.500

Keadaan neraca perdagangan internasional adalah

- A. defisit 1.000
- B. seimbang
- C. surplus 1.000
- D. defisit 1.500
- E. surplus 1.500
- 38. Di bawah ini adalah manfaat kerjasama ekonomi internasional :
 - 1. menjalin persahabatan dengan negara lain
 - 2. saling membantu dalam kesulitan ekonomi
 - 3. dapat menggunakan barang-barang teknologi tinggi
 - 4. perluasan produksi antar negara
 - 5. dengan impor mesin bisa memaksimalkan produksi

Dari manfaat di atas yang merupakan manfaat kerjasama dari sisi alih teknologi adalah

- A. 1 dan 2
- B. 2 dan 3
- C. 2 dan 4
- D. 3 dan 4
- E. 3 dan 5
- 39. Tahun 2016 ini mulai diberlakukan MEA yaitu kerjasama internasional negara negara se ASEAN, dengan pemberlakuan MEA perekonomian antar negara ASEAN mulai terbuka lebar dan tanpa halangan. Tetapi terkadang belum diiringi dengan kesiapan dari masing-masing negara, misalnya kualitas tenaga kerja yang belum siap menghadapi pasar bebas ini. Bentuk kerjasama yang sesuai untuk meningkatkan kualitas tenaga kerja bisa dilakukan dengan
 - A. pertukaran pelajar
 - B. pengiriman TKI dan TKW
 - C. pemagangan ke luar negri
 - D. membuka sekolah internasional
 - E. memasukkan bahasa Ingris dalam kurikulum

40. Perhatikan tabel tentang lembaga ekonomi internasional!

Δ	В	C	
1. ASEAN	1. World Bank	1. AFTA	
2. FTA	2. WTO	2. FAO	
2. FIA	3 APEC	3. ILO	

Dari tabel di atas yang merupakan lembaga ekonomi yang bersifat regional adalah

- A. A1, B1, C1
- B. A1, B2, C3
- C. A1, B3, C1
- D. A2, B2, C2
- E. A3, B3, C3

SELAMAT MENGERJAKAN, SEMOGA SEKSES

KUNCI JAWABAN UKK MA DIY

Retno Feb.

KURIKULUM

: K 13

Semester

: Genap 2015/2016 : Ekonomi

Mata Pelajaran

Kelas/ Jurusan

: XI IPS Peminatan

No.	Kunci	No.	Kunci	No.	Kunci		T
1	A	11	В			No.	Kunc
2	В			21	D	31	C
		12	A	22	В	32	E
3	В	13	В	23	D	33	-
4	D	14	E	24	D		A
5	A	15	E			34	E
6	D			25	D	35	C
7		16	В	26	C	36	С
-	В	17	C	27	Α	37	E
8	D	18	A	28	D		-
9	E	19	С	-		38	E
10	В	20		29	E	39	C
	<u> </u>	20	Α	30	A	40	С

SKOR PENILAIAN:

Jumlah soal yang benar RUMUS NILAI = -

x 100 = ___ X 100 = 2,50

Jumlah soal

Jumlah Jawaban yang benar	skor	Jumlah Jawaban yang benar	skor	Jumlah Jawaban yang benar	skor	Jumlah Jawaban yang benar	skor
40	100	30	75,00	20	50.00		25.00
39	97,50	29	72,50	19	47.50	10	25,00
38	95.00	28	70.00		-	9	22,50
37	92.50	27	, ,	18	45,00	8	20,00
36	90,00		67,50	17	42,50	7	17,50
35	,	26	65,00	16	40,00	6	15,00
	87,50	25	62,50	15	37.50	5	12,50
34	85,00	24	60,00	14	35.00	4	
33	82,50	23	57,50	13			10,00
32	80,00	22	55,00		32,50	3	7,50
31	77,50	21	-	12	30,00	2	5,00
٠.	11,50	21	52,50	11	27,50	1	2.50

APPENDIX 2

- a. Data of Students Grade XI IPS MAN 2 Yogyakarta Academic Year 2015/2016
- b. The Answer Sheet of Test Items of Economics-Accounting Final Examination of Even Semester for grade XI students of MAN 2 Yogyakarta in the Academic Year of 2015/2016

DAFTAR NAMA SISWA KELAS XI IPS 1

MAN 2 YOGYAKARTA

NO	NAMA SISWA
1	AGUNG KURNIAWAN
2	AMELIA WAHYUNINGTYAS
3	ANANDA NAFRAH F M
4	ANDARA AGUSTINA
5	ANDRIAN AGUS KUSUMA
6	ANINDHITA SARASWATI
7	ARIF IHYA'ULUMUDDIN
8	DIMAS LINTANG
9	DINA PUTRITA SAPTA
10	DONI EKA ARDIYANTO
11	DWI KRISTIONO S
12	DYAH FATIN NURJANNAH
13	EXSEL BURHAM PANGESTU
14	FIRMAN TRI WAHYUONO
15	HERDIYANTI KRISMONICA
16	IKA PURWANINGSIH
17	KARTINI RAHMA K
18	MUH BERDY SETYAWAN
19	MUHAMMAD HERLANGGA
20	MUH VARREL B A
21	NANDA SATRIA V
22	TIARA PRADISA HARAHAP

DAFTAR NAMA SISWA KELAS XI IPS 2

MAN 2 YOGYAKARTA

NO	NAMA SISWA
1	BURHAN TAUFIK
2	BURHAN YUSWANTYO N
3	EDITA PRIMADANI
4	FANI TRI HENDRAWAN
5	FARIZA EKA PUTRI
6	INDRA RASENDRIYA
7	KIRANA AZZAHRA
8	MUHAMMAD ABDUR ROFIQ
9	MEILIA EVA NUR HALIZA
10	MUH FARKHAN F
11	MUHAMMAD MUSTOFA
12	MUTIARA HIKMAH NUR A
13	NADIA AMAIRANI A M
14	NADIAH NUR ANNISA
15	NOVITASARI WULANDARI
16	PANDHU REVALDI
17	RAVICAVISTA
18	ROSITA SARI
19	SALSABILA FITRIMALDA K
20	SATRIYO K G T A
21	SHINTA NURROHMAN

DAFTAR NAMA SISWA KELAS XI IPS 3

MAN 2 YOGYAKARTA

NO	NAMA SISWA
1	ALI HUMAIDI
2	AMALIA HUSNA NUR F
3	ANDYTA NUR OKTAVIANA
4	ARCHAN JULIAN S
5	ARDIAN MALIK
6	ARISKA NUR R
7	BELLA TARMIZI
8	BOGI DWI PRASETYO
9	BURHANUDDIN GALIH P
10	FADILA RIFKA M
11	GALANG R S
12	INDAH TRI PERMATASARI
13	INDRIYANA
14	ISNAN KURNIADI
15	MARHARBAN ROMADHONA
16	MUHAMMAD ARIQ H
17	MUHAMMAD IRFAN SYAH A
18	PRADNYA PARAMITHA K
19	MUHAMMAD RENDY P H
20	RIVAN ADITYAWAN
21	RIZA VANISA

·X1/PS 1/01

PETUNJUK PENGISIAN

1. Isilah hanya dengan pensili 2B

2. Hitamkan bulatan pilihan secara penuh

3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkanjuruf di atasnya

6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

8. Jilika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Kementerian Agama
Ulangan Kenaikan Kelas (UKK)
MADRASAH ALIYAH
Tahun Pelajaran 2015/2016

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

LEMBAR JAWARAN KOMPLITER

Nama Peserta	O MIPA
()	
A 5 UNG KURNIAWAN	(II) (IPS
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	Qur'an Hadits
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX) Qur'an Hadits ()) Tafsir/Ilmu Tafsir ()
	Hadis/Ilmu Hadis
$0 \otimes \mathbb{R} \otimes \mathbb{R} = \mathbb{R} \otimes R$) Ilmu Kalam
0.00000000000000000000000000000000000) Figh
000000000000000000000000000000000000000) Bahasa Arab
) Aqidah Akhlak
00000000000000000000000000000000000000) Bhs. Indonesia
988888888888888888888) SKI
	Jenis Ujian
ŎŎŎŎŎŎŎ ŎŎŎŎŎŎŎŎŎŎŎŎŎŎ) Mid Semester Gasal
$\emptyset \emptyset $) Ulangan Akhir Semester
$\otimes \otimes $) Mid Semester Genap
$\lambda \lambda $	
202020202020202020202020	Ulangan Kenaikan Kelas

				551.0	0.000	12.00	00000		00000		00000
	1.	BODE	-	11.	AGCDE	21.	ABCD		ABODE		ABCDE
_	2.	ABODE	4	12.	A COE	22.	A COE	32.	ABCOG		ABCDE
	3.	ABCDE		13.	AGCDE	23.	ABCOE	33.	® ®© © €		ABCDE
	4.	ABCOE		14.	ABCO	24.	ABCOE	34.	ABODE	44.	ABCDE
	5.	BCDE		15.	ABCO	ø 25.	@BCDE	35.	ABCOB	45.	ABCDE
	6.	ABCOE		16.	AGCDE	26.	ABODE	36.	®®©DE	46.	ABCDE
	7.	BODE		17.	ABODE	27.	@BCDE	37.	ABCOE	47.	ABCDE
	8.	ABCOE		18.	BODE	+ 28.	ABCD	38.	ABCDE	48.	ABCDE
	9.	BCDE		19.	ABCD®	× 29.	ABCD	39.	ABODE		ABCDE
	10.	ABODE		20.	A B C D E	30.	ABCOE	40.	ABCO	50.	ABCDE

Tanda Tangan

Cimelia

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

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- PETUNJUK PENGISIAN

 1. Islaih hanya dengan pensil 28

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislaih Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislaih Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislaih Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER X I O Umum O MIPA Nama Peserta IPS O IBB @AA@AAAAAAAAA 88888888888888888 O IIK Akhlak Sejarah TIK Fiqh/Ushul Fiqh Sejarah Pmtn. Matem Mata Uji Qur'an Hadits Bhs. Inggris Tafsir/Ilmu Tafsir Fisika Hadis/Ilmu Iatsir Fisika Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi Fiqh Kimia Bahasa Arab Geografi Aqidah Akhlak Sosiologi Matematika Pmtn. Sosiologi Bahasa Arab Pmtn Ekonomi Akt. Sastra Indonesia PKn Antropologi O Bhs. Indonesia Jenis Ujian

Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

Mid Semester Gasal

Ulangan Akhir Semester Gasal

								0 1		
1	1.	●BCDE	11. @	BCDE	21.	ABODE	31.	ABC E	41.	ABCOE
	2.	ABODE	12. (A	O O O E	22.	ABOOE	32.	ABCD	42.	ABCDE
	3.	ACCDE	13. (A	O O O E	23.	@BCDE	33.	ABCOE	43.	ABCDE
	4.	ABCDO	14. (A	BCOE	24.	ABC E	34.	BODE	44.	ABCDE
	5.	ABC DE	15. (A	08000	25.	A COE	35.	ABCOS	45.	ABCDE
	6.	ABODE	16. (A	O C D E	26.	A O C D E	36.	ABODE	46.	ABCDE
	7.	ABODE	17. 6	BODE	27.	BODE	37.	ABODE	47.	ABCDE
	8.	ABCOE	18. (A	O C D E	28.	ABCOE	38.	ABCO	48.	ABCDE
	9.	ABODE	19. (A	BCOE	29.	BODE	39.	● B © D E	49.	ABCDE
	10.	BODE	20. (A		30.	ABCOE	40.	ABC DE	50.	ABCDE
1										

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

-

PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 5. Tulislah Kellas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya. 6. Pilih Mata Pelajaran dan Janis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dari pilih jawaban yang menurut Anda benar Tanggal Ujian Kelas Jurusan No. Tes LEMBAR JAWABAN KOMPUTER X | O Umum 003 300616 0000 O MIPA Nama Peserta IPS ANANDANAFRAHE 4 3 4 6 6 6 8 9 O IBB (A) (A) (A) O IIK Mata Uji Qur'an Hadits Bhs. Inggris Tafsir/Ilmu Tafsir Fisika O Akhlak O Sejarah) Hadis/Ilmu Hadis Matematika) Hadis/Ilmu Hadis Matematika) Ilmu Kalam Biologi) Fiqh Kimia) Bahasa Arab Geografi) TIK Hadis/Ilmu H Figh/Ushul Figh Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Sosiologi Bahasa Arab Pmtr Aqidah Akhlak Ekonomi Akt. Sastra Indonesia PKn Antropologi O Bhs. Indonesia Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\otimes}$ Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas ZZZZZZZZZZZZZZZZZZZZZZZZZZ Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

-					
1	BODE	11.	21. ABC E	31. ABC E	41. ABCDE
2	ABODE	12. A C C D E	22. AB DE	32. ABCO	42. ABCDE
3	A COE	13. A C C D E	23. A O O D E	33. ABC E	43. ABCDE
4	ABCD6	14. ABCOE	24. ABC E	34. BODE	44. ABCDE
5	BODE	15. AB DE	25. A O C O E	35. ABOD	45. ABCDE
6		16. ABCO	26. A O D E	36. ABODE	46. ABCDE
7	. A B O D E	17. AB@DE	27. (B) (B) (C) (E)	37. AB DE	47. ABCDE
8	ABC E	18. A COE	28. ABC .	38. ABCD	48. ABCDE
9	ABODE	19. AB©©E	29. 8 8 0 0 E	39. (() (B) (C) (D) (E)	49. ABCDE
1	O. OBODE	20. ABCD	30. ABO 6	40. ABCOE	50. ABCDE



Tahun Pelajaran 2015/2016

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PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hiltamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER X \ O Umum 004 300516 ○ MIPA Nama Peserta IPS ANDARA AGUSTINA O IBB . 456789 O IIK 9 999 Mata Uji O Akhlak O Sejarah Qur'an Hadits Bhs. Inggris Tafsir/Ilmu Tafsir Fisika Qur'an Hadits <u>®®®®®®®®®®®®®®</u>®® Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi TIK Figh/Ushul Figh 0 Kimia Geografi Sejarah Pmtn. Figh Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Sosiologi Agidah Akhlak Sastra Indonesia Antropologi Ekonomi Akt. Bhs. Indonesia O PKn O SKI Jenis Ujian Tanda Tangan Mid Semester Gasal \overline{M} Ulangan Akhir Semester Gasal Mid Semester Genap ŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹŹ Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. ABCOE 21. ABC E BODE 11. A CODE 32. ABC E 42. ABCDE 22. ABCD 2. AB DE 12. **BODE** 33. A C C D E 43. ABCDE 23. AB DE 3. A CODE 34. ABCO 44. ABCDE 24. ABC E ABCD 14. ABCOE 35. ABCD 45. ABCDE 25. ABOOE BCDE 15. ABCD 46. ABCDE 36. • B C D E 16. **BODE** 26. ABC E 47. ABCDE ACCOE 17. ABODE 27. ABCD 37. **BODE** 48. ABCDE 8. ABCOE 28. ABC E 38. ABCD 49. ABCDE 29. ABC E 39. A COE 19. AB DE 50. ABCDE 20. . BCDE 30. . B C D E 40. AB DE 10. ABODE

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hiliamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya aseuai dengan angika di atsanya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atsanya

 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesuai dengan angika/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta ANDRIAN ARIA KUSUMA

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Ke	las Jurusan	No. Tes	Tanggal I			Jjian		
1	Umum	05	3	0	0	5	1	6
0	○ MIPA	000	0	0	0	0	0	0
		000	1	1	(1)	1	2	0
(1)	○ IBB	333	3	3		3	3	3
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ŏ		666		6		6	6	6
0		777		0		78	7	7
Ö		999		8)		9	9	9
				-	-	-		1) 2

	Mata Uji	
Qur'an Hadits	Bhs. Inggris	O Akhlak
Tafsir/Ilmu Tafsir	O Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
○ Fiqh	O Kimia	O Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
O SKI	O PKn	Antropologi

Jenis Ujian	
Mid Semester Gasal Ulangan Akhir Semester Gasal	Tanda Tanga
Mid Semester Genap	Jump 1
Ulangan Kenaikan Kelas	2000

1	1.	● B C D E	11. ABODE	21. A O O D E	31. ABOOE	41. ABCDE
	2.	ABODE	12. (A) (B) (C) (D)	22. AB DE	32. ABCDE	42. ABCDE
	3.	ACCDE	13. A B C D E	23. BODE	33. ABCOE	43. ABCDE
	4.	ABCD0	14. ABCD®	24. ABCOE	34. ABOD®	44. ABCDE
	5.	ABODE	15. ABCDE	25. ABCD®	35. ABCO	45. ABCDE
	6.	ABCD®	16. ABCDE	26. AB@DE	36. BODE	46. ABCDE
	7.	ABCDE	17. ABODE	27. ABCD®	37. 880DE	47. ABCDE
		ABOSE	18. 8BODE	28. A O O D E	38. ABCD®	48. ABCDE
	9.	ABCOE	19. ABODE	29. A O O D E	39. ABODE	49. ABCDE
	10.	BODE	20. AB@DE	30. 🚳 🛭 🔘 🗈	40. ABOD	50. ABCDE

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sasual dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka funthya sesual dengan angka/hurd di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

 7. Lembar Jawaban ini tidak boleh kotor, besah, robek atau terlipat.

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

Tanggal Ujian No. Tes Kelas Jurusan × 1 O Umum O MIPA O IPS O IBB O IIK

			Mata Uji		
0	Qur'an Hadits	0	Bhs. Inggris	0	Akhlak
0	Tafsir/Ilmu Tafsir	0	Fisika	0	Sejarah
0	Hadis/Ilmu Hadis	0	Matematika	0	TIK
0	Ilmu Kalam	0	Biologi	0	Figh/Ushul Figh
0	Figh	0	Kimia	0	Sejarah Pmtn.
0	Bahasa Arab	0	Geografi	0	Matematika Pmtn.
0	Aqidah Akhlak	0	Sosiologi	0	Bahasa Arab Pmtn.
0	Bhs. Indonesia	9	Ekonomi Akt	0	Sastra Indonesia
0	SKI	0	PKn	0	Antropologi

Mid Semester Gasal	
Ulangan Akhir Semester Gasal	
Mid Semester Genap	
Ulangan Kenaikan Kelas	

Jenis Ujian



1	1.	BODE	11. A O O D E	21. ABC E	31. ABC E	41. ABCDE
١	2.	• BODE	12.	22. A C C D E	32. ABC E	42. ABCDE
۱	3.	AGCDE	13.	23.	33. A C C D E	43. ABCDE
١	~ 4.	ABCO	14. ABC E	24. ABCD	34. ABCD	44. ABCDE
١	· 5.	A O C D E	15. A C C D E	25. A O O D E	35. ABCD	45. ABCDE
l	v 6.	ABCD	16. A C C D E	26. AB DE	36. ● B © D E	46. ABCDE
	7.	A O C D E	17 BODE	₽ 27. ABCD	37. @BCDE	47. ABCDE
١	8.	ABC E	18.	28. A O O D E	38. ABC E	48. ABCDE
	9.	BODE	19. AB DE	29. ABCOE	39. A COE	49. ABCDE
	-10.	BODE	20.	30.	40. AB DE	50. ABCDE
1						

(A) (A)

TO

(Y) (Y) (Y)

1. (B C D E

2. **(S) (B) (C) (D)**

3. A CODE

4. ABCD®

5. (A) (B) (D) (E)

6. ABCDE

7. A COE

8. ABCOE

9. OBCDE

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PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Kolesia lalu hitamkan bulatan di bawahnya sesuai dengan angkahruruf di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kolor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER 300516 O Umum 0000 000 ○ MIPA Nama Peserta 1 O IPS / 2 3 3 4 4 (2) (3) (4) (5) (6) (7) (8) (9) 3 4 O IBB 4 O IIK (5) (8)(9) Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Hadis/Ilmu Hadis Matematika O Sejarah O TIK O Ilmu Kalam Figh/Ushul Figh O Biologi Seiarah Pmtn. Figh Kimia Geografi Sosiologi Matematika Pmtn Bahasa Arab Agidah Akhlak Bahasa Arab Pmtn Bhs. Indonesia Ekonomi Akt. Sastra Indonesia SKI O PKn Antropologi Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\otimes}$ Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 11. A B C D E 21. ABCOE 31. ABODE 42. ABCDE 32. ABCOE 12. **(A) (B) (C) (D)** 22. A C C D E 43. ABCDE 33. ABCOE 23. (B) (C) (E) 13. ABCDE 44. ABCDE 34. ABCD 14. ABCD® 24. A @ C D E 45. ABCDE 35. ABCDE 15. A @ C D E 25. ABCD© 46. ABCDE 16. ABCDE 26. AB DE 36. ABCDE 47. ABCDE 27. 880DE 37. (B) (B) (C) (D) (E) 17. AB@DE 28. ABCOE 38. ABCDE 48. ABCDE 18. **(A) (B) (C) (D) (E)** 29. ABCOE 39. AB DE 49. ABCDE 19. AB@DE 30. A @ C D E 40. ABODE 50. ABCDE 20. ABODE

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Daerah Istimewa Yogyakarta

BODE

ABCOE

ABODE

AOCDE

8. ABCOE

9. ABCOE

10. @ B O D E

2. A . ODE

3. A 6 0 D E ABCDO 11. A @ O D E

13. A 3 C D E

14. ABCD@

15. ABCDB

16. A@CDE

17. AB@DE

18. @BCDE

19. ABODE

20. ABCOE

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PETUNJUK PENGISIAN

1. Isilah hanya dengan pensil 2B

2. Hitamrikan bulatan pilahan secara penuh

3. Tulisiah Namar Peserta, iaiu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

5. Tulisiah Kelas iaiu hitamkan bulatan di bawahnya sesuai dengan angkahuruf di atasnya.

6. Pilih Mata Palajaran dan Jenis Ujian yang sesuai

7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Kelas Jurusan No. Tes Tanggal Ujian O Umum ○ MIPA 0 IPS O IBB 33 456789 O IIK 88 (8)(9) 999 Mata Uii O Akhlak
O Sejarah Qur'an Hadits Bhs. Inggris
Tafsir/Ilmu Tafsir Fisika) Hadis/Ilmu Hadis Matematika
) Ilmu Kalam Biologi
) Fiqh Kimia
) Bahasa Arab Geografi O TIK
O Fiqh/Ushul Fiqh Figh Sejarah Pmtn. Matematika Pmtn. Sosiologi Bahasa Arab Pmt

Ekonomi Akt. Sastra Indonesia Aqidah Akhlak Bahasa Arab Pmtn O Bhs. I Bhs. Indonesia O PKn Antropologi Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 21. A O C D E 31. (A) (B) (C) (D) 42. ABCDE 22. AB@DE 32. ABCDE 33. @BCDE 43. ABCDE 23. (A) B) (D) E) 44. ABCDE 24. ABCOE 34. ABCOE 45. ABCDE 25. AB @ D @ 35. (B) (D) (E) 46. ABCDE 36. AB DE 26. AB DE 47. ABCDE 37. ABCDE 27. ABCD 48. ABCDE 28. A O C D E 38. **BODE**

49. ABCDE

50. ABCDE

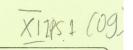
LEMBAR JAWABAN KOMPUTER Nama Peserta NTA W6 AAAA@AAAAAAAAA BBBBBBBBBBBBBBBBBBB 0 MM <u></u> \(\text{\tint{\text{\tint{\text{\tin}\eta}\\\ \text{\tert{\text{\texi}}\\ \tint{\text{\text{\texi}\text{\text{\text{\text{\texi}\text{\texi}\text{\text{\texi}\text{\texi}\text{\texitin}\text{\text{\texitile}}\tint{\text{\texi}\text{\texi}\text{\tex 0000000000000 PPPPPPPPPPPP $\overline{\mathbb{W}}$ ĎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ

29. AB DE

39. AB@DE

40. ABCD

0



PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hilamkan bulatan pilihan secara penuh 3. Tulisah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulislah Kelasi aliu hitamkan bulatan di bawahnya sesuai dengan angkahuruf di atasnya. 6. Pilih Mata Palajaran dan Jensu Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkiri dengan penghapus dan pilih jawaban yang menurut Anda benar Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER 300516 009 O Umum ○ MIPA Nama Peserta IPS PUTRITA SAPTA ○ IBB 456700 O IIK 0 Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah Hadis/Ilmu Hadis Matematika TilK Ilmu Kalam Biologi Fiqh/Usi Fiqh Kimia Sejarah Bahasa Arab Geografi Matema Aqidah Akhlak Sosiologi Bahasa O Ilmu Kalam Figh/Ushul Figh Seiarah Pmtn. $\overline{0}$ Matematika Pmtn. Aqidah Akhlak Bahasa Arab Pmtn Bhs. Indonesia Ekonomi Akt. Sastra Indonesia O SKI O PKn Antropologi Jenis Ujian Tanda Tangan Mid Semester Gasal @@@@@@@@@@@@@@@@@@@Ulangan Akhir Semester Gasal Mid Semester Genap ĎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. ABCOE BCDE 21. ABC & E 42. ABCDE AB DE 12. A @ @ D E 22. ABCD 32. ABCD 33. ABC@E 43. ABCDE 3. A @ C D E 13. A C C D E 44. ABCDE ABCD 14. ABC E 24. ABC E 34. A.B.O.E 45. ABCDE ABC@E 35. ABCD 15. ABCD 25. A O C D E 46. ABCDE AB ODE 16. A C D E 26. A O O D E 36. ABODE 47. ABODE ABODE 27. AB DE 37. ABODE ABCOE 18. A C C D E 28. AB DE 38. A O O D E 48. ABCDE ABODE 19. ABCOE 39. (B) (B) (C) (E) 49. ABCDE 10. . BODE 20. ABCD 30. ABCOE 40. ABCOE 50. ABCDE . .

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

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- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 2B

 2. Hilamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kellas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER × 1 O Umum 010 300516 O MIPA Nama Peserta 1 M IPS 1 GKA ARDIYANTO O IBB O IIK Akhlak Sejarah a TIK Flqh/Ushul Flqh Sejarah Pmtn. Matem Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarat Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi Fiqh Kimia Bahasa Arab Geografi Aqidah Akhlak Sosiologi Ilmu Kalam Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Bhs. Indonesia Ekonomi Akt. Sastra Indonesia PKn Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\mathbb{W}}$ Ulangan Akhir Semester Gasal ///m Mid Semester Genap Ulangan Kenaikan Kelas

1	. •BCDE	11. A● © D €	21. ABCOE	31. ABODE	41. ABCDE
2	. ABODE	12.	22. A O O D E	32. ABCD	42. ABCDE
3	. A COE	13.	23. A O C D E	33. ●B©DE	43. ABCDE
4	. ABCD	14. ABCD	24. (ABC ● E	34. • B © D E	44. ABCDE
5	. ABODE	15. ABCD	25. A O C D E	35. AB@DE	45. ABCDE
6	. OBCDE	16. A C C D E	26. AOCDE	36.	46. ABCDE
7	. AOCDE	17. ABODE	27.	37. ABCD	47. ABCDE
	. (A) B) (C) (E)	18. (A) (B) (D) (E)	28. ABC E	38. ABCD	48. ABCDE
9		19. A C C D E	29. A O O D E	39. AB●DE	49. ABCDE
	0. ABODE	20. ABC●E	30. A O C O E	40. AB DE	50. ABCDE

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserfa, laiu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, laiu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

 5. Tulisiah Kelas laiu hitamkan bulatan di bawahnya sesual dengan angkanya di penginanya di pen

LEMBAR JAWABAN KOMPUTER

Nama Peserta KRISTIONO S <u>ӈ҇ѩ҇ӪӪӪӪӪӪӪӪӪӪѲѲѲѲѲѲѲѲѲѲ</u>

ĎŹŹŹŹŹŹ**ŎŎŎŎŎŎŎŎŎŎŎŎŎŎ**ŎŎŎŎŎ

Kela	as Jurusan	No. Tes	Tanggal	Ujian
	Umum MIPA PS IBB	0	3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	000
0000		666 777 888 999	6 7 8 9	000

		Mata Uji		
Qur'an H	adits O	Bhs. Inggris	0	Akhlak
O Tafsir/Ilmi	Tafsir O	Fisika	0	Sejarah
O Hadis/Ilm	u Hadis	Matematika	0	TIK
O Ilmu Kala	m O	Biologi	0	Figh/Ushul Figh
Figh	0	Kimia	0	Sejarah Pmtn.
O Bahasa A	rab O	Geografi	0	Matematika Pmtn.
O Aqidah Al	khlak O	Sosiologi	0	Bahasa Arab Pmtn.
Bhs. Indo	nesia 💿	Ekonomi Akt	0	Sastra Indonesia
SKI	0	PKn	0	Antropologi

Jenis Ujian	
Mid Semester Gasal	Tanda
Ulangan Akhir Semester Gasal)
Mid Semester Genap	1 4
Ulangan Kenaikan Kelas	



1	1.	Ø B C D E	11. A O O D E	21. ABC E	31. AB@DE	41. ABCDE
١	2.	ASCDE	12. ABC E	22. A O C D E	32. A COE	42. ABCDE
١	3.	AGCDE	13. ABCD	23.	33.	43. ABCDE
١	4.	ABCDG	14. ABCD@	24. ABCOE	34. A O C D E	44. ABCDE
	5.	ABCO	15. ABCD	25. ABC E	35. A O C D E	45. ABCDE
١	6.	ABCOE	16. A @ C D E	26. A O O D E	36.	46. ABCDE
	7.	ADCDE	17. AB DE	27. B CDE	37. ABCD	47. ABCDE
	8.	ABC E	18. (A) (B) (C) (E)	28. A O O D E	38. ABCD	48. ABCDE
1	9.	AOCDE	19. ABODE	29. ABCD	39. AB DE	49. ABCDE
		Ø B C D E	20. ABC E	30. @BODE	40. ABCOE	50. ABCDE
ł						



Tahun Pelajaran 2015/2016

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PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebershi mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Tanggal Ujian Kelas Jurusan No. Tes LEMBAR JAWABAN KOMPUTER (O Umum O MIPA Nama Peserta IPS DYAH 6 O IBB 0 O IIK 56789 0 Θ Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarat Qur'an Hadits Sejarah O TIK Hadis/Ilmu Hadis O Matematika Biologi Ilmu Kalam Figh/Ushul Figh Kimia ○ Figh Sejarah Pmtn. Matematika Pmtn. Geografi Bahasa Arab Bahasa Arab Pmtn O Sosiologi Agidah Akhlak Ekonomi Akt. O Sastra Indonesia O Bhs. Indonesia RRRRRR RRRRRRR Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal @@@@@@@@@@@@@@@@@@@@Ulangan Akhir Semester Gasal m Mid Semester Genap ZZZZZZZZZZZZZZZZZZZZZZZZ Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. (A) (B) (C) (D) (E) 31. ABCD BODE 11. . B C D E 21. ABC E 32. ABCD 42. ABCDE A O O D E 22. ABCD 12. A @ C D E 33. ABC E 43. ABCDE A COE 3. 13. A @ C D E 44. ABCDE 34. ABC E 24. ABC 6 E ABCD 14. A @ C D E 45. ABCDE 35. ABCD 25. A C C D E ABC E 15. ABCD 46. ABCDE 36. AB@DE ABODE 16. A COE 26. A O C D E 47. ABCDE ABODE 17. . BODE 27. AB DE 37. ABCD 8. ABCOE 48. ABCDE 18. A C C D E 28. ABC E 38. A C D E 49. ABCDE 39. ● B © D E 9. ABODE 19. ABCOE 50. ABCDE 20. ABCD 30. ABC E 40. ABCOE 10. . BODE

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensii 28

 2. Hilamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 4. Tulislah Nomor Peserta dan Tanggai Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

 5. Tulislah Kellas lalu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya.

 9. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

.

(X)

No. Tes Kelas Jurusan X 1 O Umum ○ MIPA IPS O IBB

O IIK





Mata Uji

0	Qur'an Hadits	0	Bhs. Inggris	0	Akhlak
0	Tafsir/Ilmu Tafsir	0	Fisika	0	Sejarah
0	Hadis/Ilmu Hadis	0	Matematika	0	TIK
0	Ilmu Kalam	0	Biologi	0	Figh/Ushul Figh
0	Figh	0	Kimia	0	Sejarah Pmtn.
0	Bahasa Arab	0	Geografi	0	Matematika Pmtn.
0	Aqidah Akhlak	0	Sosiologi	0	Bahasa Arab Pmtn.
0	Bhs. Indonesia	0	Ekonomi Akt.	0	Sastra Indonesia
0	SKI	0	PKn	0	Antropologi

Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal Mid Semester Genap



1.	BCDE	11.	A COE	21.	ABCDE				ABCDE
2.	ACCDE	12.	BCDE	22.	A COE	32.	ACCE		ABCOE
3.	ABODE	13.	ABCDE	23.	BODE	33.	ABCOE	43.	ABCOE
4.	ABCDG	14.	ABCO	24.	ASCDE	34.	ABCOE		ABCDE
5.	ABODE	15.	ABCO	25.	ABCD	35.	ACCDE	45.	ABCDE
6.	ABCD@	16.	BCDE	26.	ABODE	36.	®®©®E	46.	ABCDE
7.	ACCDE	17.	ABODE	27.	● B C D E	37.	ABCOE	47.	ABCDE
8.	ABCO	18.	ABCDE	28.	ABCD	38.	ABCD	48.	ABCDE
9.	BCDE	19.	ABODE	29.	ACCDE	39.	ABODE	49.	ABCDE
10.	BODE	20.	ABCD	30.	A O C D E	40.	ABODE	50.	ABODE
	2. 3. 4. 5. 6. 7. 8.	1.	2.	2.	2.	2. A © O © E 12. S B O O E 22. A D O O E 33. A B O O E 13. A B O O E 23. S B O O E 4. A B O O E 24. A D O O E 5. A B O O E 15. A B O O E 25. A B O O E 6. A B O O E 16. S B O O E 26. A B O D E 17. A D O E 27. S B O O E 8. A B O O E 18. A B O O E 28. A B O O E 9. S B O O E 19. A D O O E 29. A D O O E	22.	2. A • O • B 12. • B • O • E 22. A • O • E 32. A • O • E 33. A • O • E 33. A • O • E 33. A • O • E 34. A • O • E 3	22. \$\langle \circ

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016 PETUNJUK PENGISIAN

1. Isliah hanya dengan pensil 28

2. Hitamkan bulatan pilihan secara penuh

3. Tulislah Nama Peseria, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

1. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

5. Tulislah Kelesi silu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya

6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Daerah Istimewa Yogyakarta

Kelas Jurusan	No. Tes	Tang	ggall	Jjian
X I O Umum	014	3000	00	00
O IPS	1 1 2 2 2	10	11	(1) (2) (2)
(III) () IBB	333	33	3	33 44
Olik	555	(5)	(5)	55
9	666 777	6 7	6	66 77
	888	8	8	88
0	999	9	9	99
	Mata Uji			
Qur'an Hadits	Bhs. Inggris	O Akhla		
Tafsir/Ilmu Tafsir Hadis/Ilmu Hadis	Fisika Matematika	O Sejar	an	
Ilmu Kalam	Biologi	O Figh/	Ushul F	iqh
O Figh	Kimia	_	ah Pm	
Bahasa Arab Aqidah Akhlak	Geografi Sosiologi	0	matika sa Aral	Pmtn. Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastr	a Indor	nesia
O SKI	PKn	O Antro	pologi	
Jenis Ujian				
Mid Semester Gasal		Tanda	Tang	an
Ulangan Akhir Semester	Gasal		1	
Mid Semester Genap		/	6	
Ulangan Kenaikan Kela	S		-1	

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1	• BODE	11. A C C D E	21. ABC E	31. AB DE	41. ABCDE
2.	BODE	12.	22. A O C D E	32. A COE	42. ABCDE
3.	A COE	13. A C C D E	23.	33. △B○●E	43. ABCDE
4.	ABCO	14. ABCD	24. A O O D E	34. ABC E	44. ABCDE
5.	ABODE	15. AB©D●	25. ABCD	35. A●©DE	45. ABODE
6.	ABCD	16. ●B©DE	26. AB DE	36. • B C D E	46. ABCDE
7.	A COE	17. AB DE	27.	37. △B©●E	47. ABCDE
8.	ABC E	18. • B C D E	28. ABC E	38. ABCD	48. ABCDE
9.	BCDE	19. AB DE	29. A O O D E	39. AB DE	49. ABCDE
10.	BODE	20. ABCO	30. A O O D E	40. AB DE	50. ABCDE

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hilamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atsanya

 7. Tulisiah Nomor Peserti ada Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angikanya sesuai dengan angikanya sesuai dengan angikanya selah pilisiah kelias lalu hitamkan bulatan di bawahnya sesuai dengan angikanyur di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kolor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta HERDYANTI KRISMONICA B (8) 8 H $\overline{\mathbb{Q}}$

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Kelas Jurusan No. Tes Tanggal Ujian X \ O Umum 300516 0 15 ○ MIPA 8 2 3 4 5 6 7 8 9 O IBB O IIK 5 5 8

	Mata Uji	
Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	S Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	Antropologi

	Jenis	Ujian
) Mid	Semester	Gasal

W Ulangan Kenaikan Kelas

Ulangan Akhir Semester Gasal Mid Semester Genap

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dypurti	etta

				00000
X BCDE	11. A \$ © D E	21. A 🗱 🖸 🛈 🗉	31. (A) (B) (C) (E)	41. ABCDE
X BCDE	12. B BCDE	22. AB ₩ DE	32. * B ©DE	42. ABCDE
A SCDE	13. ASCDE	23. 💸 🖹 🖸 🗇 🖹	33. ABCXE	43. ABCDE
ABCD\$	14. ABCD\$	24. ASCDE	34. A.B C ♠ E	44. ABCDE
ABXDE	15. AB© ®	25. ABCD 🕏	35. A ♥© DE	45. ABCDE
ABCD\$	16. ፠ ®©®€	26. AB ⊗ DE	36. ♦B©DE	46. ABCDE
A CODE	17. AB&DE	27. % B©DE	37. ABC S €	47. ABCDE
ABCSE	18. ♦B © DE	28. ABCD\$	38. ABC □ ♥	48. ABCDE
ABSDE	19. AB&DE	29. A COE	39. AB ⊗ D€	49. ABCDE
AXCDE	20. \$ BCDE	30. ABC ★ E	40. AB DE	50. ABCDE
	*800E *800E A800E A800E A800 A800E A800E A800E A800E A800E	12.	★8006 12. ★8006 22. △8★06 △★006 13. △★006 23. ★8006 △800★ 14. △800★ 24. △★006 △800★ 15. △800★ 25. △800★ △800★ 16. ★8006 26. △8★06 △★006 17. △80★06 27. ★8006 △80★6 18. ★8006 28. △800★ △8★06 19. △88★06 29. △★006	★8006 12. ★8006 22. △8 ★06 32. ★8006 △★006 13. △★006 23. ★8006 33. △8046 △800★ 14. △8000★ 24. △★006 34. △8046 △800★ 15. △8000★ 25. △800★ 35. △★006 △8000★ 16. ★8000€ 26. △80★06 36. ★800€ △★006 17. △80★06 27. ★8006 37. △80★6 △800€ 18. ★8006 28. △8000★ 38. △800★6 △800€ 19. △80★06 29. △★006 39. △80€

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 28 2. Hitamkan bulatan pilihan secara penuh 3. Tulislah Name Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkahruruf di atasnya. 8. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER X I O Umum 016 300516 O MIPA Nama Peserta IPS purwaningsih O IBB O IIK Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarat O Sejarah Hadis/Ilmu Hadis Matematika O TIK $\overline{\mathbb{W}}$ O Ilmu Kalam Figh/Ushul Figh $\overline{\mathbb{N}}$ Kimia Geografi Sosiologi Sejarah Pmtn. 000000000000000000 PPPPPPPPPPPPPPPPPP Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Agidah Akhlak 0000000000000000 88888888888888 O Bhs. Indonesia Ekonomi Akt. Sastra Indonesia O PKn Antropologi Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ma Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 31. AB DE 41. ABCDE 1. ABCD 21. AB DE 11. A B C D E 32. A @ C D E 42. ABCDE 22. A @ C D E ACCDE 23. A O O D E 33. ABCOE 43. ABCDE ACCDE 34. A COE 44. ABCDE 24. ABCOE ABCOE 14. ABC E 45. ABCDE 35. AB DE A CDE 25. ABCOE 15. AB DE 46. ABCDE @BCDE 16. A O O D E 26. A C C D E 47. ABCDE ACCDE 17. AB DE 27. A C C D E 37. AB DE 48. ABCDE 8. ABC E 28. ABC E 38. ABCD 49. ABCDE 9. . BCDE 19. AB DE 29. ABODE 39. ABC E 50. ABCDE 10. . BCDE 30. ABC E 40. A @ O D E • -

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

 5. Tulislah Kellas lalu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta KARTINI RAHMA K ŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ ŖŖ●ŖŖŖŖŖŖŖŖŖŖŖŖŖ

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Kelas Jurusan X | O Umum ○ MIPA IPS O IBB O IIK



Mata Uji

Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
SKI	○ PKn	Antropologi

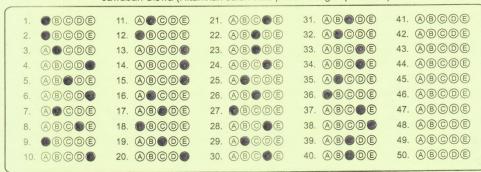
Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal Mid Semester Genap

.

Ulangan Kenaikan Kelas

Tanda Tangan





Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hilamkan bulatan pilihan secara penuh

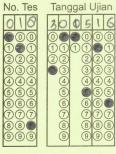
 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya assuai dengan angika di atasnya

 4. Tulisiah Nomor Peserti ada n

LEMBAR JAWABAN KOMPUTER

Nama Peserta BERDY SETYAWAN <u> ЙӨЙӨӨӨӨӨӨӨӨӨ</u>Ө

Y \ O Umum O MIPA O IPS O IBB O IIK	Kelas Jurusan					
	× /	Umum MIPA IPS IBB				



	Mata Uji	
Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
SKI	○ PKn	Antropologi

Jenis	Ujian
-------	-------

Mid Semester Gasal

Ulangan Kenaikan Kelas

Ulangan Akhir Semester Gasal

Tanda Tangan

1.	A COE	11. A • © D E	21. ABOSE	31. AB DE	41. ABCDE
2.	AGCDE	12.	22. A O C D E	32. A COE	42. ABCDE
3.	ABODE	13. ABCD	23. ABC E	33. ABC E	43. ABCDE
4.	ABCD	14. ABCD	24. A O O D E	34. ABC E	44. ABCDE
5.	ABODE	15. ABCD	25. ABCD	35. A O O D E	45. ABCDE
6.	ABCD	16. A @ C D E	26. AB DE	36.	46. ABCDE
7.	ABODE	17. A C C D E	27. 6 B C D E	37. ABC E	47. ABCDE
8.	ABC E	18. A C C D E	28. ABC E	38. ABCD	48. ABCDE
9.	BODE	19. A O O D E	29. ABCDE	39. AB DE	49. ABCDE
10.	ABCD	20. AB DE	30. A COD	40. AB DE	50. ABCDE

Kementerian Agama
Ulangan Kenaikan Kelas (UKK)
MADRASAH ALIYAH
Tahun Pelajaran 2015/2016
Daerah Istimewa Yogyakarta

PETUNJUK PENGISIAN 1. Islah hanya dengan pensil 2B 2. Hitzmikan bulatan pilihan secara penuh 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angkahunur di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jilika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

.

No. Tes Kelas Jurusan Tanggal Ujian X I O Umum -19 300516 ○ MIPA IPS O IBB O IIK Mata Uji Qur'an Hadits Bhs. Inggris Tafsir/Ilmu Tafsir Fisika Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi Fiqh Kimia Bahasa Arab Geografi Adidah Akhlak Sosiologi O Akhlak O Sejarah TIK Figh/Ushul Figh Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Pmtn Aqidah Akhlak Bhs. Indonesia SKI Ekonomi Akt. Sastra Indonesia PKn Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal Ulangan Kenaikan Kelas

1.	BODE	11. A CODE	21.	31. AB DE	41. ABCDE
. 2.	A O C D E	12. A C C D E	22. A O C D E	.32. A O O D E	42. ABCDE
3.	AGCDE	13. ABCD	·23. ABC●E	33. △B○●E	43. ABCDE
. 4.	ABCD	14. ABCD	24. • B © D E	34. (A.B.© ● E	44. ABCDE
5.	AB DE	15. AB●DE	25. ABCD	35. A CODE	45. ABCDE
6.	BODE	-16. A●CDE	26. A●CDE	36. • B C D E	46. ABCDE
10000	ABODE	17. (B) (C) (E)	27. ●B○DE	37. ABC●E	47. ABCDE
	ABC E	18. AB DE	28. ABC E	38. ● B © D E	48. ABCDE
	ABC E	19. • B C D E	29. ABCD	39. AB DE	49. ABCDE
1 300	. •BCDE	20. AB DE	30. ABC € E	.40. AB●DE	50. ABCDE

PETUNJUK PENGISIAN

1. Isilah hanya dengan pensii 2B

2. Hitamkan bulatan pilihan secara penuh

3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atsanya

5. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atasnya

5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angikanyun di atasnya.

6. Pilih Mata Pelajaran dan Jawah koto, basah, robek atau terlipat

7. Lembar Jawaban ini tidak boleh koto, basah, robek atau terlipat

8. Jilika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

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	Kelas Jurusan	No. Tes	Tanggal Ujiar
LEMBAR JAWABAN KOMPUTER	X I O Umum	020	300516
Nama Peserta	● ○ MIPA	000	000000
	IPS IBB	111 22 333 444 556	22 22 3 333 4 444
00000000000000000000000000000000000000		666 777 888 999	5
00000000000000000000000000000000000000	Qur'an Hadits Tafsir/Ilmu Tafsir Hadis/Ilmu Hadis Ilmu Kalam Fiqh Bahasa Arab Aqidah Akhlak Bhs. Indonesia	Bhs. Inggris (Fisika (Matematika (Biologi (Kimia (Geografi (Sosiologi (Ekonomi Akt. (PKn (Akhlak Sejarah TIK Fiqh/Ushul Fiqh Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Pmtr Sastra Indonesia Antropologi
\(\) \(\)	Jenis Ujian Mid Semester Gasal Ulangan Akhir Semester Mid Semester Genap Ulangan Kenaikan Kelas	Gasal	Tanda Tangan
Jawaban Siswa (Hitamkan salah satu p	pilihan dengan pens	il 2B)	

1.	ABC E	11. •BCOE	21. ABC E	31. A O O D E	41. ABCDE
2.	A COE	12. ABC E	22. A COE	32. ABCO	42. ABCDE
3.	ABODE	13. ABC E	23. ABCD	33. ABCD	43. ABCDE
4.	AGCDE	14. ABC E	24. ABC E	34. AB DE	44. ABCDE
5.	BODE	15. ABCD	25. ABC E	35. AB DE	45. ABCDE
6.	ABC D	16. A O O D E	26. AB DE	36. AB●DE	46. ABCDE
	ABODE	17. ABODE	27. 0 B C D E	37. ABCD	47. ABCDE
8.	ABC E	18.	28. ABC E	38. ABCD	48. ABCDE
9.	ABKO	19. AB (E)	29. A O O D E	39. • BCDE	49. ABCDE
10.	ABODE	20. ABCO	30. A O C D E	40. AB DE	50. ABCDE

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hilamkan bulatan pilihan secara penuh

 3. Tulisiah Namar Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 5. Tulisiah Kellas lalu hitamkan bulatan di bawahnya sesual dengan angka/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

.

No. Tes Tanggal Ujian Kelas Jurusan X I O Umum 021 **0**00 ○ MIPA IPS O IBB O IIK

	Mata Uji	
Qur'an Hadits	Bhs. Inggris	O Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	Antropologi

Jenis Ujian	
Mid Semester Gasal	Tanda Tangan
Ulangan Akhir Semester Gasal	1110
Mid Semester Genap	Litte
Ulangan Kenaikan Kelas	

Jawaban Siswa (Hitamkan	salah sa	atu pilihan	dengan	pensil 2B)
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1.	@BCDE	11. ABCDE	21. ABCCE	31. ABODE	41. ABCDE
2.	ABODE	12. ABCDE	22. A O O D E	32. A COE	42. ABCDE
3.	BCDE	13. A O O D E	23. ABC E	33. ABODE	43. ABCDE
4.	ABCDD	14. ABCD	24. ABC E	34. ABCOE	44. ABCDE
5.	ABODE	15. ABCD	25. ABCOE	35. ABCD	45. ABCDE
6.	ABODE	16.	26. AB DE	36. ABCDE	46. ABCDE
7.	ABCD®	17. ABODE	27 BODE	37. ABCO	47. ABCDE
8.	ABCOE	18. ABCD	28. AB DE	38. ABCD	48. ABCDE
	ABC E	19. B BCDE	29.	39. A @ © D E	49. ABCDE
	ABODE	20. ABC E	30. ABCOE	40. ABCO	50. ABCDE

XI IPS 1 /23

Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH** Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

- ETUNJUK PENGISIAN

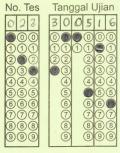
 I. Isilah hanya dengan pensil 2B
 I. Hitamikan bulatan pilihan secara penuh
 Tulisiah Nama Peserta, lalu hitamikan bulatan di bawahnya sesuai dengan angka di atasnya
 Tulisiah Nomo Peserta dan Tanggal Ujian, lalu hitamikan bulatan di bawahnya sesuai dengan angka di atasnya
 Tulisiah Kelas lalu hitamikan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.
 Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
 Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
 Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta PRADISA HARAHAP (6) $\overline{\emptyset}$

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Kelas Jurusan × 1 O Umum O MIPA IPS O IBB O IIK



	Mata Uji	
Qur'an Hadits	O Bhs. Inggris	○ Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	Antropologi

Jenis Ujian		
Mid Semester Gasal		
Ulangan Akhir Semester Gasal		
Mid Semester Genap		
	- 1	



								-	
1.	• BCDE	11. A) © © © E	21.	ABC E	31.	ABODE		ABCDE
2.	A O C D E	12. A	OODE	22.	ABODE	32.	ABCO	42.	ABODE
3.	AGCDE	13. A)B(D)	23.	A COE	33.	ABODE	43.	ABCDE
4.	ABCOE	14. (A	BCOE	24.	ABC E	34.	ABCD	44.	ABCDE
5.	• BCDE	15. A	BCD	25.	ABCCE	35.	ABODE	45.	ABCDE
6.	AOCDE	16.	BCDE	26.	A O C D E	36.	BCDE	46.	ABCDE
7.	A O O D E	17. A	BODE	27.	BCDE	37.	ABCO	47.	ABCDE
8.	ABC E	18.	BCDE	28.	BODE	38.	ABCO	48.	ABCDE
9.	ABCO.	19. (A	BODE	29.	A O O D E	39.	BCDE	49.	ABCDE
10.	BODE	20.	BCDE	30.	BODE	40.	ABODE	50.	ABCDE

Kementerian Agama
Ulangan Kenaikan Kelas (UKK)
MADRASAH ALIYAH
Tahun Pelajaran 2015/2016

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

LEMBAR JAWABAN KOMPUTER

.

PETUNJUK PENGISIAN 1. Isilaih hanya dengan pensil 2B 2. Hitiamkan bulatan pilihan secara penuh 3. Tulislah Nama Peserta, Ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, Ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulislah Kelias Ialu hitamkan bulatan di bawahnya sesuai dengan angka/hurdi di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar							
Kelas Jurusan	No. Tes	Tangg	al Uj	ian			
X	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □						
Mata Uji							
Qur'an Hadits Tafsir/Ilmu Tafsir Hadis/Ilmu Hadis Ilmu Kalam) Bhs. Inggris () Fisika () Matematika () Biologi (Akhlak Sejarah TIK Fiqh/Us	nul Fiq	h			

Hadis/Ilmu Hadis	Matema	tika (TIK
O Ilmu Kalam	Biologi	0	Figh/Ushul Figh
Figh	○ Kimia		Sejarah Pmtn.
O Bahasa Arab	O Geograf	i ()	Matematika Pmtn.
Aqidah Akhlak	Sosiolog	ji O	Bahasa Arab Pmtn
Bhs. Indonesia	Ekonom	i Akt.	Sastra Indonesia
Ŏ SKI	○ PKn	0	Antropologi
Jenis Ujia	an		
Mid Semester Gasa	al	Та	nda Tangan

Jenis Ujian Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenalkan Kelas

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			2000		00000	0.4	00000	44	ABCDE
1.	(A) B) COE	11. (AGCOE	21.	ABC E		AB DE		
2.	AGCDE	12. (AGCOE	22.	ASCDE	32.	ABC E		ABODE
3.	ASCOE	13. (AGODE	23.	• BODE	33.	A COE		ABODE
4.	ABCD.	14. (ABCO	24.	ABCOE	34.	ABØDE		ABCDE
5.	BODE	15. (ABODE	25.	ABCOE	35.	ABODE		ABODE
6.	A COE	16. (A COE	26.	BCDE	36.	AB DE		ABCDE
7.	ABCOE	17. (ABODE	27.	● B C D E	37.	ABCO	47.	ABCDE
	ABC E		BODE	28.	A CODE	38.	ABCD	48.	ABODE
	ABC E		ABODE	29.	ABCD	39.	ABCO	49.	ABCDE
	(B) (B) (D) (E)		BODE	30.	• BODE	40.		50.	ABCDE

02

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

 5. Tulislah Kellas ialu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

.

Kelas Jurusan XII O Umum ○ MIPA ● IPS ○ ІВВ O IIK

No. Tes	Ta	ng	gga	al l	Jjia	an
002	3	0	0	5	1	6
800 000 000 000 000 000 000 000	(a)		0	0123456789	0123456789	0 1 2 3 4 5 8 9
	-					

	Mata Uji	
Qur'an Hadits	Bhs. Inggris	○ Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	O Antropologi

Jenis Ujian	
Mid Semester Gasal	
Ulangan Akhir Semester Gasal	
Mid Semester Genap	
Ulangan Kenaikan Kelas	

.

Tanda	Tangan
	1
4	5
11/2	5
1	

1.	ABC E	11.	A COE	21.	ABCOE	31.	ABODE		ABCDE
2.	ACCDE	12.	A COE	22.	A COE	32.	A COE		ABODE
3.	ACCE	13.	A COE	23.	ABC BE	33.	BCDE	43.	ABCDE
4.	ABCO	14.	ABCD.	24.	ABC E	34.	ABCD	44.	ABCDE
5.	BCDE	15.	ABCD	25.	ABC E	35.	ABODE	45.	ABCDE
6.	ABCOE	16.	ABCD	26.	ABODE	36.	ABODE	46.	ABCDE
7.	AGCOE	17.	ABODE	27.	BCDE	37.	ABCO		ABCDE
8.	ABCOE	18.	BCDE	28.	A COE	38.	ABCD	48.	ABCDE
9.	ABCOE	19.	ABODE	29.	ABCD	39.	ABODE	49.	ABCDE
10.	ABODE	20.	BCDE	30.	AOCDE	40.	ABODE	50.	ABCDE

· XI 1852/03

49. ABCDE

50. AB ODE

39. AB DE

40. AB DE

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, ialuh hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 4. Tulisiah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya. 6. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya. 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat. 8. Jika salah, hapus sebershi mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER 003 XI O Umum 300516 000 0660 ○ MIPA Nama Peserta 6 IPS O IBB 3 6 **3** AAAAAAAAAAAA BBBBBBBBBBBBBBBBBB 456789 O IIK 9 6 Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejaral O Sejarah O TIK Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi Fiqh/Ushul Fiqh Sejarah Pmtn. Matematika Pmt O Ilmu Kalam O Figh Kimia Geografi Sosiologi Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Agidah Akhlak Ekonomi Akt. Sastra Indonesia PKn Antropologi Bhs. Indonesia RRRRRRRRRRRRRRR O PKn () SKI Jenis Ujian Tanda Tangan Mid Semester Gasal @@@@@@@@@@@@@@@@@@@@@@@Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. (A) B) C) D(E) 31. AB DE BODE 11. ABC E 21. 880DE 42. ABCDE 22. A CODE 32. ABCD AOCDE 12. A C C D E 43. ABCDE 23. AB DE 3. A COE 13. A CODE 34. A COE 44. ABCDE 24. A @ O D E ABCOE 14. ABCD 45. ABCDE 35. AB DE 25. ABC E BODE 15. ABCD 46. ABCDE 36. (A) (B) (D) (E) ABC E 16. A COE 26. A O C D E 6. 47. ABODE A COE 17. ABCE 27. 88CDE 37. ABCD 28. ABODE 38. ABCD 48. ABCDE 8. ABC E

29. A COE

30. . BCDE

9. A O O D E

10. ABCD

20. ABCD

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XIBZ

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, ialu hitamkan bulatan di bawahnya sesuai dengan angika di atasnya

 5. Tulisiah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angika di atasnya

 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesuai dengan angika/huruf di atasnya.

 6. Pilih Mata Pelajiaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

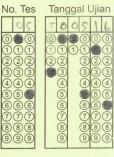
 8. Jika salah, hapus sebersih mungkih dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta FAMI ŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ

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Kelas Jurusan X | O Umum ○ MIPA IPS O IBB O IIK



	Mata Uji	
Qur'an Hadits	Bhs. Inggris	○ Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
SKI	○ PKn	Antropologi

Jenis Ujian

Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap

Ulangan Kenaikan Kelas

Tanda Tangan

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Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensii 2B

 2. Hitiamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya asesual dengan angka di atsanya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atsanya

 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesual dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta 0 ŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ ${\mathbb D} {\mathbb D$ | \(\text{\ti}\text{\texi\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\tex

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Kelas Jurusan Umum ○ MIPA IPS O IBB ○ IIK



Mata Uji

Qur'an Hadits	Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	O Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
SKI	○ PKn	Antropologi

Jenis Ujian

- Mid Semester Gasal Ulangan Akhir Semester Gasal
- Mid Semester Genap Ulangan Kenaikan Kelas

Tanda Tangan



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4.	ABCOE	14. ABC	E 24.	ABC E	34.	A COE	44.	ABCDE
5.	ABODE	15. ABCC	25.	ABCD	35.	BODE		ABCDE
6.	ABC BE	16. A CC	E 26.	AGODE	36.	BODE	46.	ABODE
7.	A COE	17. AB	E 27.	ABCD	37.	ABCO		ABODE
8.	ABCOE	18. B CC	E 28.	APODE	38.	ABODE		ABODE
9.	BCDE	19. AB ©	E 29.	ABCD	39.	AB DE	49.	ABCDE
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48. ABCDE

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

8. ABCOE

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- ETUNJUK PENGISIAN Isliah naya dengan pensil 2B Hitamkan bulatan pilihan secara penuh Tulsiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya Tulsiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya Tulsiah Nomo Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya Tulsiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlip Jika salah, hapus sebersih mungkin dengan penghapus dan si jawaban yang menurut Anda benar

No. Tes Tanggal Ujian Kelas Jurusan LEMBAR JAWABAN KOMPUTER ×1 O Umum 007 300516 ○ MIPA Nama Peserta IPS RASEMORIYA O IBB 456789 O IIK Θ Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Seiarah Qur'an Hadits Sejarah O TIK Hadis/Ilmu Hadis O Matematika $\overline{\mathbb{M}}$ Biologi Figh/Ushul Figh Ilmu Kalam 0 Kimia Geografi Sejarah Pmtn. Figh Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Sosiologi Agidah Akhlak Ekonomi Akt. Sastra Indonesia Bhs. Indonesia ORREDE BREERRERE Antropologi ○ PKn O SKI Jenis Ujian Tanda Tangan Mid Semester Gasal \overline{M} Ulangan Akhir Semester Gasal \(\tilde{\times}\)\(\times\)\(\tilde{\times}\)\(Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. ABODE BCDE 11. A D C D E 21. ABC E 32. A O O D E 42. ABCDE 22. AB DE BODE 12. A COE 33. ABCD 43. ABCDE 23. ABCD 3. A O O D E 34. • B C D E 44. ABCDE 24. ABODE ABCOE 14. ABCO 45. ABCDE 35. A O O D E 25. ABC E ABODE 15. ABCD 46. ABCDE 6. ABCOE 16. A O O D E 26. A O C D E 36. BCDE 47. ABCDE AGCDE 17. AB@DE 27. . BODE 37. ABCD

28. A O O D E

29. ABCD

30. ABC E

19. ABODE

20. ABCD

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PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hiltamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya. 6. Pilih Mata Pelajiaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat. 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta No. Tes Tanggal Ujian Kelas Jurusan LEMBAR JAWABAN KOMPUTER Umum 008 000 000000 ○ MIPA Nama Peserta 0 IPS KIRANA AZZAHRA (1) 3 O IBB 44 456789 O IIK 89 9991) Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Seiarah 1 O Sejarah O TIK Hadis/Ilmu Hadis Matematika Ilmu Kalam $\overline{\mathsf{M}}$ O Biologi Figh/Ushul Figh Sejarah Pmtn. ○ Kimia Bahasa Arab Matematika Pmtn. O Geografi Sosiologi Bahasa Arab Pmtn Agidah Akhlak Bhs. Indonesia Ekonomi Akt. O Sastra Indonesia Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\otimes}$ Ulangan Akhir Semester Gasal 老 Mid Semester Genap Ulangan Kenaikan Kelas ŹŹŹŹŹŹ**ŹŹŹŹŹŹŹŹŹŹŹŹ**ŹŹŹŹŹŹŹŹ Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. ABODE 1. ABODE 11. ABCDE 21. ABCDE 42. ABCDE 32. ABCOE 2. ABCD6 12. ABCDE 22. AB @ DE 43. ABCDE 33. ABODE 23. A@CDE 3. A B C D E 13. ABCDE 44. ABCDE 34. A.B.O.D.E 24. ABCDE 4. ABCOE 14. ABCDE 45. ABCDE 25. ABCOE 35. ABODE 5. ABCDE 15. ABCD 46. ABCDE 16. ABCDE 26. ABODE 36. A B C D E 47. ABCDE 7. A C C D E 17. ABODE 27. 8 B C D E 37. ABCDE 48. ABCDE 28. ABCD® 38. (A) B) (D) (E) 8. ABCDE 18. AB@DE 49. ABCDE 29. ABODE 39. ABCDE 9. ABCDE 19. ABCDE 50. ABCDE 20. A 8 C D E 30. ABCOE 40. AB@DE 10. ABODE

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Tahun Pelajaran 2015/2016

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PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulislah Nama Peseria, laiuh Intamkan bulatan di bawahnya sesual dengan angika di atasnya 4. Tulislah Nomor Peseria dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angika di atasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angika/huruf di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Kelas Jurusan No. Tes Tanggal Ujian LEMBAR JAWABAN KOMPUTER 300516 009 X | O Umum 0000 ○ MIPA Nama Peserta IPS MUHAHMAD ABDUR ROFIR ○ ІВВ 456789 O IIK BARABABABABA Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarat O Sejarah Hadis/Ilmu Hadis Matematika Ilmu Kalam Biologi O TIK Figh/Ushul Figh Kimia Geografi Sosiologi Sejarah Pmtn. Figh Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Aqidah Akhlak Ekonomi Akt. Sastra Indonesia Bhs. I Bhs. Indonesia Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\otimes}$ Ulangan Akhir Semester Gasal Leek Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. AB DE 21. ABC E ● B C D E 11. A @ C D E 42. ABCDE 32. ABCD 22. A O C D E A O C D E 12. A @ C D E 43. ABCDE 33. ABCD 23. AB DE 3. A COE 13. A C C D E 44. ABCDE 34. A. O. O. D. E. 24. A C C D E ABCOE 14. ABCD 35. AB DE 45. ABCDE 25. ABC E 5. **BCDE** 15. ABCD 46. ABCDE 36. ● B © D € ABCO 16. AB DE 26. AB DE 6. 47. ABCDE AOCDE 17. ABODE 27. . BCDE 37. ABCD 48. ABCDE 28. ABC E 38. ABCD 8. ABCOE 49. ABCDE 29. ABCD 39. AB DE 9. ABCD 19. AB DE 50. ABCDE 20. ABCD 30. A CODE 40. AB DE 10. . BCDE

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

PETUNJUK PENGISIAN

- . Isilah hanya dengan pensil 2B
- 2. Hitamkan bulatan pilihan secara penuh
- sesuai dengan angka di atasnya

MADRASAH ALIYAH Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta LEMBAR JAWABAN KOMPUTER Nama Peserta MEULIA EVA NUR HAUIZA AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angka/huruf di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Kelas Jurusan No. Tes Tanggal Ujian Welas Jurusan No. Tes Tanggal Ujian Welas Jurusan No. Tes Tanggal Ujian Welas Jurusan Welas Jurusan
D	Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah Hadis/Ilmu Hadis Matematika Tik Ilmu Kalam Biologi Fiqh/Ushul Fiqh Fiqh Kimia Sejarah Pmtn. Bahasa Arab Geografi Matematika Pmtn. Aqidah Akhlak Sosiologi Bahasa Arab Pmtn. Bhs. Indonesia Ekonomi Akt. Sastra Indonesia SKI PKn Antropologi Jenis Ujian Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas
Jawaban Siswa (Hitamkan salah sat	u pilihan dengan pensil 2B)
1. ● B © D E 11. ● B © D E 21. A B © ●	E 31. AB●DE 41. AB○DE
2. A ● O D € 12. A ● O D € 22. A B ● C	
3. ●B©©E 13. A●©©E 23. AB●©	
4. ABC●E 14. ABC●E 24. ABC	
5. AB●DE 15. ABCD● 25. ABCC	
6. ABC●E 16. A●COE 26. A●C	
7. ●B©DE 17. AB●DE 27. ●B©©	
8. ABO●E 18. ●BODE 28. ABOŒ	
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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserla, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 1. Tulislah Nomor Peserta dan Tanggai Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka'huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jilika salah, hapus sebersih mungkin dengari penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

M	V	H		+	A	R	K	H	A	N		‡										
(A)	(A)	(A)	(A)	(A)	8	(A)	(A)	(A)	6	(A)	A	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
B	B	(B)		(B)	(B)	(B)	B		-	B	B							B	(B)	B	(B)	(B)
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F	F	F	F		F	F	F	F	F	F	F	0	Ē	F	F	F	F	F	Ē	Ē	F	E
G	(G)			G	G	(G)	(G)	G	(G)	<u>G</u>	(G)	Ō	(G)	(G)	(G)	<u>©</u>	(G)	(G)	(G)	(G)	(G)	(G)
H	H			H	(H)		H	0	H	H	H	(H)	H			H		H	H	(H)	H	(H)
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0	1				1	1	1	1	1	1	0	1	0	(1)	3	0	1	1	1	0	1	0
(B)	(18)	(K)	K	(K)	(K)	K	9	K	K	K	(K)	(K)	(K)	K	(K)	(K)	(K)	(K)	K	(K)	K	(K)
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	M	M	M	M	M						M						~	M	M	M	(M)	(M)
N	N	N	N	N	N	N					N								(N)	(N)	(N)	(N)
0	0	0	0	0	0	0	0	\sim	=			0		0		0	\simeq		0	0	0	0
P	P	P	P		P	(P)	~	\sim	\sim	\simeq	=	=	=	\simeq	\simeq	P	\subseteq		P	(P)	(P)	(P)
0	0	0	0	0	0	0	~	\sim	\simeq	\simeq	=	0	=	=	=	\simeq	=	~	0	(Q)	0	0
R	R	R	R	R	R		~				R							(R)	(R)	(R)	(R)	(R)
(S)	(S)	(S)	(S)	(S)	(S)	(S)	=	=	=	=	(S)	=			-	-	-	(S)	(S)	(S)	(S)	(S)
1	1	1	1	1	1	1	1	\simeq	\simeq	\simeq	\simeq	\simeq	\simeq	\simeq	\simeq	(T)	0	(T)	(T)	(T)	(I)	(T)
0		(1)	(1)	(1)	0	0	0	\simeq	\simeq	\simeq	\simeq	(i)	\approx	\approx			(1)	(U)	(U)	(U)	(U)	(0)
0	V	(V)	(V)	(V)	(V)	0	(V)	\bigcirc	\bigcirc	(V)	0	~	~	(V)		0	(V)	(A)	(V)	(A)	(A)	(V)
(W)	(W)	(1)	(W)	(W)	(1)						00					\simeq	\simeq	(W)	(W)	(8)	(8)	(8)
(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)

Kelas Jurusan





Mata Uji

Qur'an Hadits	Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	t. O Sastra Indonesia
○ SKI	○ PKn	Antropologi
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Jenis Ujian

0	Mid Semester Gasal
0	Ulangan Akhir Semester Gasal
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1.	BODE	11. A	O O D E	21.	ABCOE	31.	ABODE	41.	ABODE
2.	AGCDE	12. A	O O O E	22.	A COE	32.	A COE	42.	ABCDE
3.	AGCDE	13. (A	O O O E	23.	BCDE	33.	BCDE	43.	ABCDE
4.	ABCOE	14. A	BCD	24.	ABODE	34.	ABC E	44.	ABCDE
5.	ABODE	15. A	BCD	25.	ABCD .	35.	ABCD	45.	ABCDE
6.	ABCOE	16. (A	0B000	26.	A COE	36.	BODE	46.	ABCDE
7.	ABCO	17. A	BODE	27.	BODE	37.	AB DE	47.	ABCDE
8.	ABCOE	18. (A	O C D E	28.	A COE	38.	ABC E	48.	ABCDE
9.	AGCDE	19. (A	BCGE	29.	BODE	39.	A COE	49.	ABCDE
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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

LEMBAR JAWABAN KOMPUTER Kelas

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PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di altasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di altasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkahrud fi atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh koto, basah, robek atau terlipat									
Jika salah, hapus sebersi jawaban yang menurut A	sih mungkin dengan penghapus dan pilih Anda benar								
Kelas Jurusan	No. Tes Tanggal Ujian								
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	Mata Uji								
Qur'an Hadits Tafsir/Ilmu Tafsir Hadis/Ilmu Hadis Ilmu Kalam Fiqh Bahasa Arab Aqidah Akhlak Bhs. Indonesia SKI) Bhs. Inggris Akhlak) Fisika Sejarah) Matematika TIK) Biologi Fiqh/Ushul Fiqh) Kimia Sejarah Pmtn.) Geografi Matematika Pmtn.) Sosiologi Bahasa Arab Pmtn.) Ekonomi Akt. Sastra Indonesia) PKn Antropologi								

Jenis Ojian
Mid Semester Gasal
Ulangan Akhir Semester Gasal
Mid Semester Genap
Ulangan Kenaikan Kelas

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/2.	ACCDE	12. ABCDE	22. A 6 O D E	32. A @ O D E	42. ABCDE
3.	AGCDE	13. ABODE	23. ABCOE	33. B BCDE	43. ABCDE
4.	ABCOE	14. A@CDE	24. AB DE	34. A.B.DE	44. ABCDE
5.	BODE	15. ABCD	25. ABCOE	35. ABODE	45. ABCDE
6.	ABODE	16. ABCDE	26. AB DE	≥ 36. ●B©DE	46. ABCDE
	ABCD6	17. ABODE	27. @BCDE	37. ABCO	47. ABCDE
	ABCOE	18. B BCDE	28. A CDE	38. @BODE	48. ABCDE
	ABC E	19. ABCDE	29. A 6 C D E	39. AB@DE	49. ABODE
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XI 1PS 2/13

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kebasi lalu hitamkan bulatan di bawahnya sesuai dengan angkahruruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus. dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta MUTIARA HIKMAH NUR A

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Kelas Jurusan No. Tes Tanggal Ujian × I O Umum 300516 ○ MIPA IPS O IBB O IIK

Mata Uji								
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Jenis Ujian	
Mid Semester Gasal	Tanda
Ulangan Akhir Semester Gasal	<
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Ulangan Kenaikan Kelas	



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	3. A 0 0	DDE 13	. AGCDE	23.	ABODE	33.	● B C D E	43.	ABCDE
	4. AB(00E 14	. ASCDE	24.	ACCOE	34.	ABODE	44.	ABCDE
	5. B (DE 15	. ABCD	25.	ABCOE	35.	ABODE	45.	ABCDE
	6. AB	DE 16		26.	ACCDE	36.	ABODE	46.	ABCDE
	7. A 6	DE 17	. ABCOE	27.	• BODE	37.	ABCD	47.	ABCDE
	8. AB@	18 18	. AOCDE	28.	A O O D E	38.	BODE	48.	ABCDE
	9. ABC	00E 19	. AOCDE	29.	A O O D E	39.	ABODE	49.	ABCDE
	10. AB	DE 20	. AB 0 E	30.	ABCOE	40.	ABODE	50.	ABODE

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Islah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka muri di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta NADIA AMAIRANI A

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Kelas Jurusan X I O Umum ○ MIPA IPS O IBB O IIK

No	No. Tes Tanggal Ujian								
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Mata Uji								
Qur'an Hadits	O Bhs. Inggris	Akhlak						
Tafsir/Ilmu Tafsir	Fisika	O Sejarah						
Hadis/Ilmu Hadis	Matematika	○ TIK						
O limu Kalam	Biologi	Figh/Ushul Figh						
Figh	Kimia	O Sejarah Pmtn.						
O Bahasa Arab	Geografi	Matematika Pmtn.						
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.						
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia						
O SKI	O PKn	Antropologi						

Mid Semester Gasal
Ulangan Akhir Semester Gasal
Mid Semester Genap

Jenis Ujian



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2	. AOCDE	12. A O O D E	22. A O O D E	32. A COE	42. ABCDE
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5		15. ABCO	25. ABC E	35. AB DE	45. ABCDE
6	. ABCOE	16. A O O D E	26. ABC E	36. AB●DE	46. ABCDE
7	. ABODE	17 BODE	27 B C D E	37. ABOD	47. ABODE
8	ABC E	18.	28.	38. • B C D E	48. ABCDE
9	ABC E	19. ABODE	29. A O O D E	39. AB DE	49. ABCDE
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Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH**

Tahun Pelajaran 2015/2016

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 1. Tulisah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulisah Keles lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipai alika salah banjas sahersih munkin dengan penghanya dan di

Daerah Istimewa Yogyakarta	Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar
LEMBAR JAWABAN KOMPUTER Nama Peserta	Kelas Jurusan No. Tes Tanggal Ujian
NADIAH NUBAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	
5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	
	Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah Hadis/Ilmu Hadis Matematika TIK Ilmu Kalam Biologi Fiqh/Ushul Fiqh Fiqh Kimia Sejarah Pmtn. Bahasa Arab Geografi Matematika Pmtn. Aqidah Akhlak Sosiologi Bahasa Arab Pmtn. Bhs. Indonesia Ekonomi Akt. Sastra Indonesia SKI PKn Antropologi Jenis Ujian Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap
Jawaban Siswa (Hitamkan salah sal	tu pilihan dengan pensil 2B)
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2. A O O E 12. O B O D E 22. A O O	
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7. A COE 17. A BOE 27. A BOC	
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Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

PETUNJUK PENGISIAN

16

ETUNJUK PENGISIAN Isitah hanya dengan pensil 28 Hitamkan bulatan pilihan secara penuh Turisiah Nama Peserta, lalu hitamkan bulatan di bawahnya selai dengan angka di stasnya, Tulisiah Noma Peserta den Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya Tulisiah Neises lalu hitamkan bulatan di bawahnya sesual dengan angka/huruf di atasnya, Pilih Mata Pelajaran dan Jenis Ujian yang sesual Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipa Jika salah, hapus sebersii mungkin dengan penghapus dan pi Tanggal Ujian No. Tes Kelas Jurusan LEMBAR JAWABAN KOMPUTER X \ O Umum O MIPA Nama Peserta 0 IPS O IBB O IIK Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Seiarah Qur'an Hadits O Sejarah Hadis/Ilmu Hadis Matematika ○ TIK Ilmu Kalam O Biologi Figh/Ushul Figh Sejarah Pmtn. () Figh ○ Kimia 0 Matematika Pmtn. Bahasa Arab Geografi Aqidah Akhlak Sosiologi Bahasa Arab Pmtn O Bhs. Indonesia O SKI Ekonomi Akt. Sastra Indonesia O PKn Antropologi Jenis Ujian 000000000 Tanda Tangan Mid Semester Gasal @@@@@@@@@@@@@@@@@@@Ulangan Akhir Semester Gasal Crombe Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE BCDE 11. A C C D E 21. ABC E 31. AB DE 42. ABCDE 32. A O O D E 2. A COE 22. A C C D E 43. ABCDE 33. A C C D E ACCDE 13. A C C D E 23. A O O D E 44. ABCDE 34. ABCD 4. (A) B) C) E 14. ABCD 24. ABC E 45. ABCDE 15. ABCD 25. ABC E 35. AB DE 26. AB DE 36. ● B © D E 46. ABCDE 6. AB DE 16. A CDE 27. . B C D E 37. ABC E 47. ABCDE 7. A COE 17. AB DE 38. ABCD 48. ABCDE 29. A CODE 39. AB DE 49. ABCDE 19. ABODE 30. A CODE 40. AB DE 50. ABCDE 10. A COE .

Tahun Pelajaran 2015/2016

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PETUNJUK PENGISIAN 1. Isilah hanya dengan pensii 2B 2. Hilamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya 5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta No. Tes Tanggal Ujian Kelas Jurusan LEMBAR JAWABAN KOMPUTER 0 17 300516 × / O Umum O MIPA Nama Peserta IPS O IBB . 456789 O IIK Θ Mata Uji Qur'an Hadits O Bhs. Inggris O Akhlak O Sejarah Tafsir/Ilmu Tafsir Fisika Hadis/Ilmu Hadis Matematika \overline{M} O Ilmu Kalam Figh/Ushul Figh Biologi Sejarah Pmtn. Figh ○ Kimia Geografi Sosiologi Matematika Pmtn. Bahasa Arab Bahasa Arab Pmtn Aqidah Akhlak Bhs. Indonesia Ekonomi Akt. Sastra Indonesia RRRRRRRRRRRRR Antropologi) SKI O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\otimes}$ Ulangan Akhir Semester Gasal Mid Semester Genap de Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. AB DE 1. ABCD 11. A C C D E 21. ABC E 42. ABCDE 22. A C C D E A COE 12. A C C D E 43. ABCDE 33. ● B © D € 23. ABCD A COE 13. A C C D E 44. ABCDE 34. A.B.C.● E ABC E 14. ABCD 24. ABC E 45. ABCDE 35. ABCD ABODE 15. AB DE 25. ABCD 46. ABCDE ABODE 16. . BODE 26. ABODE 36. ● B C D E 47. ABCDE 17. ABODE 27. 08 CDE 37. ABCD A COE 28. A O C D E 38. ABCD 48. ABCDE 18. A C C D E 29. ABCD 39. A COE 49. ABCDE 9. ABC E 19. ABC E 30. ABODE 40. AB DE 50. ABCDE 10. ABC E 20. ABCD



Tanggal Ujian

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensii 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, Islu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, Ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulisiah Kelias Ialu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER Nama Peserta

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Kelas Jurusan	No. Tes
X I Umum MIPA II PS III IIII IIII IIII IIII IIII IIII	

Mata Uji								
Qur'an Hadits	O Bhs. Inggris	Akhlak						
Tafsir/Ilmu Tafsir	Fisika	Sejarah						
Hadis/Ilmu Hadis	Matematika	○ TIK						
Ilmu Kalam	Biologi	Figh/Ushul Figh						
Figh	Kimia	Sejarah Pmtn.						
Bahasa Arab	Geografi	Matematika Pmtn.						
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.						
Bhs. Indonesia	Ekonomi Akt.	O Sastra Indonesia						
SKI	○ PKn	Antropologi						

Jenis Ujian	
Mid Semester Gasal	
Ulangan Akhir Semester Gasal	
Mid Semester Genap	
Ulangan Kenaikan Kelas	



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1	AB DE	11. •B©©E	21. AB DE	31. • B © D E	41. ABCDE
2	A O C D E	12. A O C D E	22. A O O D E	32. A O O D E	42. ABCDE
3	AOCDE	13. AB@DE	23. AB DE	33. ABC E	43. ABCDE
4	ABCD	14. ABCO	24. ABC E	34. ABOD	44. ABCDE
5	ABODE	15. AB@DE	25. ABCD	35. BODE	45. ABCDE
6	ABODE	16.	26. A C C D E	36. @BCDE	46. ABCDE
7	AOCDE	17. 880DE	27. ABCD	37. ABCD	47. ABCDE
8	ABCOE	18. A O O D E	28. ABCD	38. ABCD	48. ABCDE
9	ACCDE	19. ABODE	29. ABCO	39. ABODE	49. ABCDE
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Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensii 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, Ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, Ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelasi alu hitamkan bulatan di bawahnya sesuai dengan angkahruruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

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	Mata Uji	
Qur'an Hadits	Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	O Bahasa Arab Pmtn
Bhs. Indonesia	Ekonomi Akt.	. Sastra Indonesia
○ ski	○ PKn	Antropologi
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Jenis Ujian	- Albania
Mid Semester Gasal	Ta
Ulangan Akhir Semester Gasal	1
Mid Semester Genap	1
Ulangan Kenaikan Kelas	



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2.	AGCOE	12. A COE	22. A CODE	32. A @ O D E	42. ABCDE
3.	AGCDE	13. AB@DE	23. ABODE	33. ABCD	43. ABCDE
4.	ABCO	14. ABCD	24. ABC E	34. ABCO	44. ABCDE
5.	ABODE	15. AB DE	25. ABC € E	35. ABODE	45. ABCDE
6.	●B © D E	16. @B@DE	26.	36. AB@DE	46. ABCDE
7.	A 000E	17. ABODE	27. ABCD	37. ABCO	47. ABCDE
8.	ABCOE	18. A@©DE	28. ABCD	38. ABC 6 E	48. ABCDE
9.	AOCDE	19.	29. ABCD 6	39.	49. ABCDE
10.	ABCO	20. ABCO	30. AB € € E	40. AB DE	50. ABCDE

XI IPS 2

Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH**

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

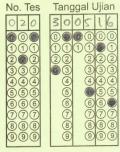
 1. Isliah hanya dengan pensil 28

 2. Hitamkan buistan pilihan secara penuh
 3. Tulislah Nama Peserfa, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 1. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angkan sekan sekan bulatan di bawahnya sesuai dengan angkan penghanya di atasnya
 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkan penghanya di atasnya
 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta SALSABILA FITRIMALDA

Kelas Jurusan XI O Umum ○ MIPA IPS O IBB O IIK



Mata I lii

Qur'an Hadits	Bhs. Inggris	○ Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ SKI	○ PKn	Antropologi

Jenis Ujian

- Mid Semester Gasal Ulangan Akhir Semester Gasal
- Mid Semester Genap Ulangan Kenaikan Kelas
- Tanda Tangan

		00000	- 00000	24 00000	41. ABCDE
1.	ABCOE	11. A O O D E	21. ABC E	31. ABC E	
2.	AOCDE	12.	22. ABCD	32.	42. ABCDE
3.	A O O D E	13. A C C D E	23. A O O D E	33. ABCD	43. ABCDE
	ABC E	14. ABC (E)	24. A 6 0 D E	34. ABCD	44. ABCDE
	AB DE	15. ABCD6	25. ABC E	35. AB DE	45. ABCDE
	ABC E	16. A CODE	26. A O O D E	36. ●B©DE	46. ABCDE
	AB00	17. (A) (B) (D) (E)	27. @BCDE	37. AB©◎	47. ABODE
	ABC E	18. ●B©DE	28. ABC E	38. ●B©DE	48. ABCDE
	A COE	19. AB DE	29. ABCD	39. AB DE	49. ABCDE
	ABODE	20. BCDE	30. ABCOE	40. ABCD	50. ABCDE
10.					

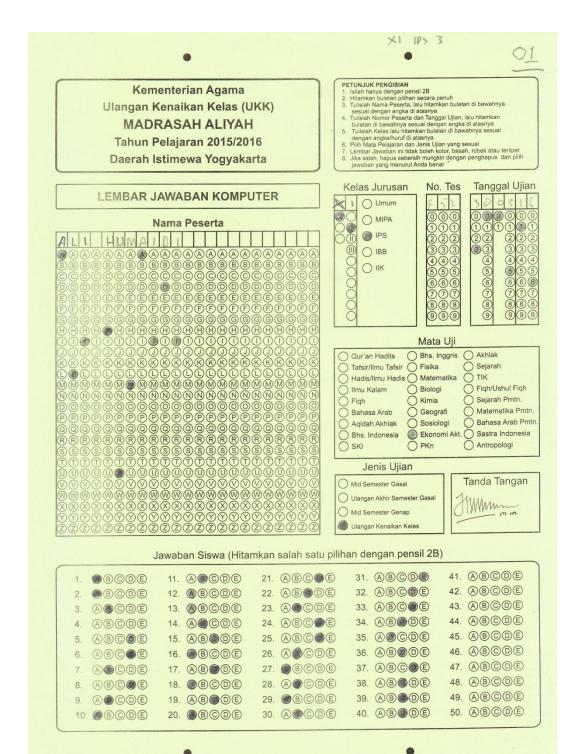
P	ET	U	NJ	IU	K	P	EI	NG	IS	IAN	

E FUNJUK PENGISIAN Isilah hanya dengan pensil 2B Hitlamkan bulatan pilihan secara penuh Tulislah Nama Peserta, lalu hitlamkan bulatan di bawahnya sesuai dengan angka di atasnya Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitlamkan bulatan di bawahnya sesuai dengan angka di atasnya Tulislah Keilas lalu hitlamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai Lembar Jawahan ini Idak boleh koto; basah, robak atau teriipat Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta Tanggal Ujian Kelas Jurusan No. Tes LEMBAR JAWABAN KOMPUTER 021 300516 1 O Umum ○ MIPA 00 Nama Peserta IPS SATRIYO K 6 T A O IBB 3466789 (4) O IIK Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah O Sejarah Ø K K K K K K K K Hadis/Ilmu Hadis Matematika O Biologi O Kimia Ilmu Kalam Fiqh/Ushul Fiqh Sejarah Pmtn. Geografi Sosiologi Matematika Pmtn. Bahasa Arab Pmtn Aqidah Akhlak <u>෧ඁ෧ඁ෧ඁ෧ඁ෧ඁ෧෧ඁ෧ඁ෧෧ඁ෧ඁ෧ඁ෧ඁ෧ඁ</u> Ekonomi Akt. Sastra Indonesia PKn Antropologi Bhs. Indonesia RRRRRRRRRRRRRRR O PKn ŢŎŎŎŎŎ**Ŏ**ŎŎŎŎŎŎŌ Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\emptyset}$ Ulangan Akhir Semester Gasal Saturity Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 1. ABCD 11. A O O D E 21. ABC & E 31. AB DE 41. ABCDE 42. ABCDE 2. A O O D E 22. AB DE 32. ABCD 43. ABCDE 3. A O O D E 13. A @ O D E 23. A C D E 33. ABCD 44. ABCDE 4. ABCOE 14. ABC@E 24. A @ O D E 34. ABC E 45. ABCDE 15. ABCD 25. ABC E 35. AB DE 26. ABODE 36. AB DE 46. ABCDE 6. • B O D E 16. A@CDE 37. ABCD 47. ABCDE 7. A O O D E 17. AB DE 27. . B C D E 28. ABC E 48. ABCDE 38. ABCD 49. ABODE 29. ABC E 39. ABC & E 9. A CODE 19. AB DE 50. ABCDE 30. @BCDE 40. AB DE 10. (B) (D) (E) .



Tahun Pelajaran 2015/2016

PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angika di atasnya 5. Tulislah Kelias lalu hitamkan bulatan di bawahnya sesuai dengan angika/hurd di atasnya. 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Tanggal Ujian No. Tes Kelas Jurusan LEMBAR JAWABAN KOMPUTER ×1 O Umum 022 300516 ○ MIPA Nama Peserta IPS SHINTA NURROHMAH O IBB • AAAAAAA • AAAAA • BBBBBBBBBBBBBBBBBB 456789 O IIK Mata Uji Qur'an Hadits O Sejarah Hadis/Ilmu Hadis Matematika \overline{M} Ilmu Kalam Figh/Ushul Figh ○ Biologi Kimia ○ Fiqh Seiarah Pmtn. Geografi Sosiologi Matematika Pmtn Bahasa Arab Bahasa Arab Pmtn Agidah Akhlak O Bhs. Indonesia Ekonomi Akt. Sastra Indonesia RRRORRRRRRRRRRR Antropologi O PKn Jenis Ujian Tanda Tangan Mid Semester Gasal Athintefine @@**@@@@@@@@@**@@@@@@ Ulangan Akhir Semester Gasal Mid Semester Genap (Shinta NR) 2222222222222222222 Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE 31. AB DE 1. ABCD 11. A C C D E 21. ABC E 42. ABCDE 32. ABC E 22. A C C D E A COE 12. A C C D E 33. ABCD 43. ABCDE 23. A C D E AGCOE 13. A COE 44. ABCDE 34. ABCD 24. ABC E 4. (ABCOE 14. ABCD 45. ABCDE 35. AB DE BODE 15. ABCD 25. ABC E 46. ABCDE 6. BCDE 16. A COE 26. AB DE 36. AB DE 47. ABCDE 7. A O O D E 27. . B C D E 37. ABCD 17. AB DE 28. ABC E 38. ABCD 48. ABCDE 8. ABC E 49. ABCDE 29. ABCOE 39. AB DE 9. A O C D E 19. AB DE 30. . BODE 40. AB DE 50. ABCDE 10. ABODE 20. BCDE . -



Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

PET	LINJ	UK P	ENG	SIAN

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat.

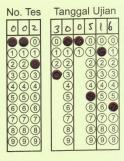
 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar *

LEMBAR JAWABAN KOMPUTER

Nama Peserta

A	M	A	L	1	A		Н	u	S	N	Á		N	ч	12		F					
•	(A)	•	(A)	(A)		(A)	(A)	(A)	(A)	(A)		(A)										
(B)	B	(B)	(B)	B	(B)	B	B	B				B	=	=	B	B	B	B	B	B	B	B
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	(D)	0	0	(D)	0	0	(i)	0	(D)	0	0	0	0	(i)	0	(D)	0	0	0	0	0	0
E	(E)	E		(E)	E	E	E	E	E	E	E	E	E	E								
(F)	(F)	F	(F)	(F)	(F)	(F)	F	(F)	(F)	F	F	F	F	F	F	F		F	Ē	F	Ē	E
G	(G)	Ğ	(G)																			
(H)	(H)	(H)	(H)	H	(H)	H		H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
(1)	(1)	(1)	(1)		(1)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(1)	(1)	(1)	(1)	(1)	0	(1)	0	(1)	(1)	1	1	1	1	3	1	1	1	1	1	1	0	1
(K)	R	(K)	K	K	(K)	K	K	(K)	K	K	K	(K)	K	K	K	K	K	(K)	(K)	(K)	(K)	K
(D)	1	(1)		1	1	1	(1)	1	1	0	0	1	1	1	1	1	1	1	1	1	(1)	0
M		M	(M)	M	M	M	M	M	M	M			M	M	M	M	M	M	M	M	M	M
(N)	(N)	(N)	(N)	(N)	N	N	N	N	N		N	N	0	N	N	N	N	N	N	N	N	N
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
(0)	0	(Q)	(Q)	(a)	0	(0)	(Q)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R	(R)	(R)	(R)	(R)	R	R	R	R	R	R	R	R	R	R	0	R	R	R	R	R	R	R
S	S	(S)	(S)	(S)	(S)	(S)	(S)	S		S	(S)	(S)	(S)	(S)	(S)	S	S	(S)	S	S	S	S
T	T	(T)	T	T	T	T	(T)	T	T	T	(T)	T	T	T	(T)	1	1	1	1	1	T	T
O	O	(U)	O	(U)	(0)	(0)	(0)	0	(U)	(U)	(U)	0	(0)		(0)	0	0	0	0	0	U	0
V	V	(V)	(V)	(V)	V	(V)	0	(V)	V	(V)	V	V	V	V	V							
W	W	(W)	(W)	W	(W)	(W)	(W)	W	W	(W)	(W)	W	(0)		W	W	0	W	W	W	W	(W)
X	X	X	X	X	X	X	X	X	X	X	(X)	~	×	X	X	X	X	X	X	X	X	(X)
X	X	X	(8)	(Y)	X	X	(8)	X	X	(Y)	(Y)	(Y)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	Y	Y	Y
(2)	Z	(Z)	(2)	Z	2	2	0	2	Z	Z	(2)	2	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	Z	(2)

Kelas Jurusan X (O Umum ○ MIPA IPS ○ IBB O IIK



Mata Uji

Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	O PKn	Antropologi

Jenis Ujian

Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Wangan Kenaikan Kelas



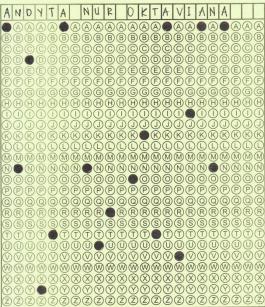
1. •BCDE	11. A C C D E	21. (A)B(C)●(E)	31. (A) (B) (C) (E)	41. ABCDE
2. A COE	12. ●B©®E	22. A O O D E	32. ABCD	42. ABCDE
				43. ABCDE
3. A O O D E	13. A O O D E	23. A O O D E	33. ● B © D E	
4. (A) B) C) (E)	14. ABC E	24. ABC E	34. AB DE	44. ABCDE
5.	15. ABCD	25. ABC E	35. AB●DE	45. ABCDE
6. ABC E	16. A C C D E	26. AB DE	36. ● B © D E	46. ABCDE
7. A COE	17. ABODE	27. • B © D E	37. AB©D●	47. ABCDE
8. ABC E	18. ●B©DE	28. ABC E	38. ● B © D E	48. ABCDE
9. • B C D E	19. ABODE	29. •BODE	39. AB ● DE	49. ABCDE
10. •BCDE	20. ABC●E	30. ABC●E	40. AB●DE	50. ABCDE

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

LEMBAR JAWABAN KOMPUTER

Nama Peserta



- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 28

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peseria, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkahuruf di atasnya di pengan angkahuruf di atasnya.

 6. Pilih Mata Pelajaran dan Janis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Tanggal Ujian No. Tes 003 300516 X I O Umum ○ MIPA ● IPS ○ IBB ○ IIK

Mata Uji

Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	Antropologi

Jenis Ujian

- Mid Semester Gasal Ulangan Akhir Semester Gasal
- Mid Semester Genap Ulangan Kenaikan Kelas

Tanda Tangan My

2. 3. 4. 5. 6. 7.	A B O C O C O C O C O C O C O C O C O C O	11. △B ○ ● E 12. △ ● ○ ○ E 13. △ B ○ ○ E 14. △ B ● ○ E 15. △ B ● ○ E 16. △ B ○ ○ E 17. △ B ● ○ E 18. A O ○ E	21. (♠ ® ○ ● E 22. A ● ○ ○ ● E 23. A B ● ○ ● E 24. A ● ○ ○ ● E 25. ● B ○ ○ ● E 26. A B ● ○ ● E 27. ● B ○ ○ ● E 28. A B ○ ● ■	31. (A (B) (□) (E) (B) (B) (D) (D) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B	41. (A) (B) (C) (C) (E) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A
9.	ABC ● E ABC D ● ABC D ●	18. A ● © D € 19. A ● © D € 20. A B © ● €	28. AB C	38. (A) (B) (C) (E) (B) (C) (D) (E) (A) (B) (D) (E) (D) (E) (D) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E	48. (ABOOE) 49. (ABOOE) 50. (ABOOE)

Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH** Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

ekonomi

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, ialu bi tamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulisiah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulisiah Kelas laiu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat.

 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta ARCHAN JULIAN S @@@@@@@@@@@@@@@@@@

Tanggal Ujian No. Tes Kelas Jurusan 04 3005 O Umum ○ MIPA ● IPS O IBB O IIK

Mata Uji										
Qur'an Hadits	Bhs. Inggris	Akhlak								
Tafsir/Ilmu Tafsir	Fisika	Sejarah								
Hadis/Ilmu Hadis	Matematika	○ TIK								
Ilmu Kalam	Biologi	Figh/Ushul Figh								
Figh	Kimia	O Sejarah Pmtn.								
Bahasa Arab	Geografi	Matematika Pmtn.								
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.								
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia								
○ ski	O PKn	Antropologi								

Bahasa Arab Aqidah Akhlak Bhs. Indonesia SKI) Geografi) Sosiologi Ekonomi) PKn	Matematika Pmtn. Bahasa Arab Pmtr Akt. Sastra Indonesia Antropologi
Jenis Ujian		
Mid Semester Gasal		Tanda Tangan
Ulangan Akhir Semeste	er Gasal	Me
Mid Semester Genap		Mi
Ulangan Kenaikan Kela	as	1

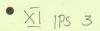
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1.	BCDE	11. A C C D E	21. ABC E	31. ABC●E	41. ABCDE
2.	BODE	12.	22. A O O D E	32. ABCD	42. ABCDE
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	ABC E	14. ABCD	24. ABC E	34. ABC	44. ABCDE
	ABC E	15. (A) (B) (D) (E)	25. ABC E	35. ABC●E	45. ABCDE
	ABO E	16. A O O D E	26. AB DE	36. A C C D E	46. ABCDE
	0 B C D E	17. (A) (B) (D) (E)	27. ● B C D E	37. (A)(B)(C)(D)	47. (A)(B)(C)(E)
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8.	ABCOE	18.	28. ABC E	38. ABC●E	48. ABCDE
9.	AOCDE	19. AB●DE	29. ABCD	39. ● B C D E	49. ABCDE
10.	BODE	20.	30. A () E	40. AB DE	50. ABCDE

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

PE	TUNJUK PENGISIAN
1.	Isilah hanya dengan pensil 2B
2.	Hitamkan bulatan pilihan secara penuh
3.	Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya
	sesuai dengan angka di atasnya
4.	Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan
	bulatan di bawahnya sesuai dengan angka di atasnya
5.	Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai
	dengan angka/huruf di atasnya.
6.	Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
7.	Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
8.	Jika salah, hapus sebersih mungkin dengan penghapus dan pili
	And bone

LEMBAR JAWABAN KOMPUTER

LEMBAR JAWABAN KOMPUTER		Kelas Jurusar	No. Tes	Tanggal Ujian
Nama Peserta		Qur'an Hadits Qur'an Hadits	0 0 0 0 0 1 1 1 1 1 1 0 2 2 2 2 3 3 3 3 4 4 4 4 4 5 6 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0
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	ABC E	31. ABC		ABCDE
	ABCDE	32. ABC	-	ABODE
	ABC E	33. 🔞 🗒 🕲		ABCDE
	ABCOE	34. ABC	(D) 44.	ABCDE
	ABC E			ABCDE
	ABODE	36. BBC	(DE) 46.	ABCDE
7. A C C D E 17. A B O E 27.	BCDE			0000
8. ABC E 18. BBCDE 28.	ABC E			000-
	● B C D E			0000
10. (B) (B) (C) (E) 20. (A) (B) (C) (E) 30.	ABC E	40. AB	(DE) 50.	ABCOE





PETUNJUK PENGISIAN

1. Isilah hanya dengan pensil 2B

2. Hitamkan bulatan pilihan secara penuh

3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya

5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angka Hunur di atasnya.

6. Pilih Mata Pelajaran dan Jenis Ujian yang sesual

7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

LEMBAR JAWABAN KOMPUTER

	Nama Peserta																					
A	R	1	S	K	A		N	V	R		R											
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	A	(A)	(A)	(A)	(A)	(A)
B	(B)	B	(B)	(B)	(B)	(B)	(B)	B	B	B	(B)	B		B	B	(B)	(B)	B	(B)	B	B	B
(0)	(0)	0	0	(0)	(0)	0	(0)	0	(0)	(0)	0	0	0	0	0	0	0	0	0	0	0	0
(0)	0	(D)	(D)	(D)	(D)	0	(D)	(D)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E	(E)	(E)	(E)	E	(E)	E	E	E	(E)	E	E	E	E	Ē	E	E	E	E	E	E	E	(E)
F	E	Ē	(F)	E	Ē	Ē	F	Ē	Ē	E	Ē	Ē	F	E	F	Ē	F	F	F	E	E	F
G			(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
H	H	H	(H)	(H)	H	(H)	H	H	(H)	H	(H)	H	H	(H)	(H)	(H)	(H)	(H)	(H)	H	H	(H)
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(B)	K	(K)	(K)	K	(K)	(K)	K	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(R)	(K)	R	K	(R)	R	R	K
0	0	0	1	0	(1)	0	0	(1)	(L)	(1)	(1)	0	0	0	0	(L)	0	(1)	((F)	(F)	(1)
M	M	M	M	M	M	M	M	M	M	M	M	(M)	M	(M)	M	M	M	M	M	M	M	(M)
N	N	N	N	N	N	N	N	N	(N)	N	N	(N)	N	(N)	(N)	N	N	N	N	(N)	N	N
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P	P	P	(P)	P	P	P	P	(P)	(P)	P	(P)	P	(P)	P	(P)	(P)	P	P	(P)	(P)	P	P
0	0	0	0	0	0	0	0	0	0	=	0	0	0	0	0	0	0	0	0	0	0	0
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	(R)	R
S	S	S	S	S	S	S	S	S	(S)	S	(S)	\simeq	S	(S)	(S)	(S)	S	S	S	S	S	S
1	T	1	1	T	1	1	1	1	1	1	1	(1)	T	1	T	T	T	T	T	E	(T)	1
U	0	0	0	U	0	U	0	0	0	0	0	(U)	0	(i)	(i)	U	U	U	U	(U)	(U)	0
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	(V)	V	(V)	V	V	\otimes	(V)	\otimes
W	0	W	W	W	W	W	W	W	0	W	(W)	\leq	=	(W)	(W)	W	W	W	W	W	(W)	(W)
X	X	(X)	(X)	X	X	8	\otimes	8	8	8	8	8	8	\bigotimes	8	\otimes	\otimes	X	X	\otimes	X	\otimes
((1)	(1)	(Y)	(1)	(1)	9	(Y)	0	8	0	8	8	8	8	8	(8)	(Y)	Y	Y	(Y)	(X)	(8)
(2)	(Z)	(Z)	(Z)	(2)	(Z)	2	2	2	2	2	2	(2)	(2)	(2)	(2)	(2)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)

Ke	las Jurusan	No. Tes	Tang	gga	al l	Jjia	an
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0	○ IIK	444	(5)		(4)	4	(4)
Ö		666	6		9	6	96
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		999	8		(8)	9	8
_	landan management	000			_		_

	Mata Uji	
Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
O Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	O Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ SKI	○ PKn	Antropologi

Jenis Ujian	
Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas	Tanda Tangan

2. 3. 4. 5. 6. 7. 8. 9.	● ● ○ ○ ● ○ ● ○ ○ ● ○ ○ ● ○ ○ ● ○ ○ ● ○ ○ ● ○ ● ○ ○ ● ○ ○ ● ○ ● ○ ● ○ ● ○ ● ○ ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ● ● ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	11. (A) (B) (C) (C) (E) (12. (B) (C) (C) (C) (E) (13. (A) (B) (C) (E) (E) (14. (A) (B) (C) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E	21. ABCCE 22. ACCCE 23. ACCCE 24. ABCCE 25. ABCCE 26. ACCCE 27. ABCCE 28. ABCCE 29. BCCE 30. ABCCE	31. (A) (B) (C) (C) (B) (B) (C) (C) (B) (C) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	41. (A) (B) (C) (C) (E) (A) (A) (B) (C) (C) (E) (A) (A) (A) (B) (C) (E) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A
10.	0 B C D E	20.	30. ABCOE	40. ABODE	50. (A) B) C) D(E)

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH**

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 28

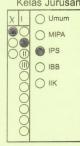
 2. Hilamkan bulatan pilihan secara penuh
 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 5. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 5. Tulislah Keles lalu hitamkan bulatan di bewahnya sesuai dengan angkanjuruh di atasnya
 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

B	E	1	1	A		7	A	R	M	1	2	1										
(A)	(A)	(A)	(A)	0	A	A	-	A	A	A	A	A	A	A	A	A	A	A	A	A	(A)	A
9	B				B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
0					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	(1)	0
E	-		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
E	E	(F)	(F)	F	F	E	E	E	E	E	E	E	E	F	E	F	F	E	E	E	E	F
G				(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
H	(H)		H	(H)	(H)	H	(H)	(H)	(H)	H	H	H	H	H	H	H	H	H	H	H	H	H
1	1			1	1	1	1	1	1		1		1	1	1	1	1	1	1	1	1	1
0	(1)	1		0		1												(J)	0	(I)	0	0
K	K	(K)				(K)														(K)	(K)	(K)
1	0	0				(1)											\simeq	(I)	\simeq	(F)	(T)	(F)
M	M	M				M														M	M	(M)
N	N	N	N			N											~	N	-	=	~	-
0	0	0	0			0														9	0	0
P	P	~				(P)														(P)	(P)	P
0	0	0	0	~	_	0	~										-	=	=	~	0	0
R	R	R	R	R		R											R	\sim	R	(R)	(R)	(R)
S	(S)	(S)	S	(S)	(S)														=	(S)	(S)	(S)
T	1	1	1	1					1								$\stackrel{\smile}{\sim}$	\subseteq	(T)	(T)	T	(T)
0	0	(1)	0	0	0	0	0										(1)	(1)	(1)	(1)	(U)	(U)
V	V	(V)	W	(V)	(V)	0	0		V			V					V	V	V	\bigcirc	(V)	W
W	(W)	(1)	(W)	(W)	(W)	(W)	(W)	0	0	0	0	0	0	(W)	(W)	(W)	(W)	(W)	0	(W)	(W)	(W)
(X)	X	X	X	\otimes	(X)	(X)	\otimes	=	\otimes	=	=	=	=	=	\otimes	=	\simeq	\simeq	\bigotimes	X	X	X
(Y)	(4)	(1)	(1)	(1)	(Y)	(1)	(1)	8	(1)	(4)	(1)	(1)	(1)	(Y)	(1)	(Y)	(1)	(1)	(1)	(Y)	(A)	(A)
(2)	(Z)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(Z)		(Z)	(Z)	(Z)	(Z)	(Z)	(2)	(2)	(2)	(Z)	(Z)	(Z)

Kelas Jurusan No. Tes





Mata Uji

Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
○ Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
O Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
○ ski	○ PKn	Antropologi

Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal

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- Mid Semester Genap
- Ulangan Kenaikan Kelas

Tanda Tangan



2. 3. 4. 5. 6. 7.	A 8 0 0 6 A 0 0 0 6 A 0 0 0 6 A 8 0 0 6 A 8 0 0 6 A 8 0 0 6 A 8 0 6 A 8 0 6	12. 13. 14. 15. 16. 17.	A	21. (A) (B) (22. (A) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	○○○○ 32. ○○○○ 33. ○○○○ 34. ○○○○ 35. ○○○○ 36. ○○○○ 37. ○○○○ 38.	A 8 ○ ● E A 8 ○ 0 ● A 8 ○ 0 ● A 8 ● 0 E A 8 ● 0 E A 8 ○ 0 ● A 8 ○ 0 ● A 8 ○ 0 ● A 8 ○ 0 ●	41. (A) (B) (C) (C) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C
9.	AB DE AB DE	19.	AB©00 AB©00	29. A 6	© D E 39.		

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta



- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 28

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 1. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurul di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta AAAAAAAAAAA BBBBBBBBBBBBBBBBBB 6 **`**\[\text{\tint}\text{\te}\}\text{\te}\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\tett}\xi}}\\ \text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\te}\text{\text{\text{\text{\text{\texi}\text{\text{\text{\texit{\tetitx}\\ \text{\text{\text{\texi}\text{\texit{\text{\texi}\text{\texitin}\tint{\text{\texitt{\texi}\text{\texititt{\texi}\text{\t

Kelas Jurusan × I O Umum 0 ○ MIPA @ IPS ○ IBB ○ IIK

	No.	Tes	Ta	ang	gga	al l	Jjia	an
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	11 22 33 44 55 66 77 88	1234567	012	000000000000000000000000000000000000000	1	34667	\$\@@\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\) -

Mata Uji

	Mala Uji	
Qur'an Hadits	O Bhs. Inggris	Akhlak
Tafsir/Ilmu Tafsir	Fisika	Sejarah
Hadis/Ilmu Hadis	Matematika	○ TIK
Ilmu Kalam	Biologi	Figh/Ushul Figh
Figh	Kimia	Sejarah Pmtn.
Bahasa Arab	Geografi	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	O Bahasa Arab Pmtn
Bhs. Indonesia	Ekonomi Akt	. O Sastra Indonesia
SKI	O PKn	Antropologi

Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal
- Mid Semester Genap
- Ulangan Kenaikan Kelas

Tanda Tangan

1.	BODE	11. A@@@E	21. ABODE	31. AB@DE	41. ABCDE
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4.	ABCDE	14. A CODE	24. A O O D E	34. ABC E	44. ABCDE
5.	● B © D E	15. A O O D E	25. ABC 1	35. ABCD	45. ABCDE
6.	ABCOE	16. 8 800E	26. A 6 C D E	36. AB@DE	46. ABCDE
7.	ACCDE	17. ABODE	27. 🕖 🛭 🖸 🛈 🖹	37. ABCD®	47. ABCDE
8.	ABCOE	18.	28. A O O D E	38. ABCD	48. ABCDE
9.	ABODE	19. AB®DE	29. ABC E	39. AB®DE	49. ABCDE
10.	ABCOE	20. A 6 0 D E	30. ABCOE	40. ABODE	50. ABCDE

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserfa, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 7. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angkan di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkanyur di atasnya

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta BURHANUDDIN GAL

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Kelas Jurusan I O Umum ○ MIPA IPS O IBB O IIK



	Mata Uji		
Qur'an Hadits	O Bhs. Inggris	OA	khlak
Tafsir/Ilmu Tafsir	Fisika	Os	Sejarah
Hadis/Ilmu Hadis	Matematika	OT	'IK
Ilmu Kalam	Biologi	OF	iqh/Ushul Fiqh
Figh	Kimia	0 8	Sejarah Pmtn.
Bahasa Arab	Geografi	ON	Matematika Pmtn.
Aqidah Akhlak	Sosiologi	OB	Bahasa Arab Pmtn.
Bhs. Indonesia	Ekonomi Akt	0 8	Sastra Indonesia
0 014	OPK	0	ntropologi

Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal
- Mid Semester Genap



2. 3. 4. 5.	● B © D E A B © D E B C D E A B C D E A B C D €	11. A © © © © © © © © © © © © © © © © © ©	21. (A) (B) (C) (C) (E) (22. (A) (C) (C) (E) (E) (24. (B) (C) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E	31. ABO E 32. BBO E 33. ABO E 34. ABO DE 35. ABO DE 36. ABO DE	41. (A (B) (C) (C) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C
7. 8. 9.		16. (A) (B) (C) (C) (B) (C) (B) (C) (B) (C) (B) (C) (B) (C) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	27. (A) (B) (C) (C) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	37. (AB) (□ (□ (□ (□ (□ (□ (□ (□ (□ (□ (□ (□ (□	47. (AB) (CO) (E) 48. (AB) (CO) (E) 49. (AB) (CO) (E) 50. (AB) (CO) (E)

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

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- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.

 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

	Dacian	istiiii	ewa rogyan	arta			jawaban yang menurut Anda benar					
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(V) (V) (W) (W) (X) (X) (X)			$\bigcirc \bigcirc $		$ \begin{array}{c} $	000	Ulanga	mester Gasal n Akhir Seme	ster Gasal		O Pu	
	MMMMM	MMM	999999 22222	P(P)(P)(P)	Y (Y) (Y)	0	0	mester Genap n Kenaikan K				
		Jawab	an Siswa (Hit	amkan	salah sa	itu pi	ilihan de	ngan pe	nsil 2B))		
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2.	AØCDE	12.	@BODE	22.	A @ C	DE	32.	ABC			ABCD	
3.	ABCDE	13.	ABCDE	23.	A @ 0	DE	33.	ABO			ABCD(
4.	ABCDE	14.	ABCOE	24.	ABC	OE	34.	ABC	06	44.	ABCD(
5.	@BCDE	15.	ABCOE	25.	ABC	O E	35.	ABO		45.	ABCD	
6.	ABODE	16.	AGCDE	26.	@BO	DE	36.	B BC	DE		ABCD(
7.	ABCDE	17.	ABODE	27.	B BC	DE	37.	ABO			AB00	
8.	ABCOE	18.	BODE		ABC						AB00	
9.	ADCDE	19.	ABODE		ABO			A 60 C			AB00	
10.	AB@DE	20.	@BODE	30.	A 6 C	DE	40.	ABO	(DE)	50.	ABCD(

Tahun Pelajaran 2015/2016

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PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserfa, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angkan Selambaran di bawahnya sesuai dengan angkan Juliah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkan/buruf di atasnya. 6. Pilih Mata Pelajaran dan Janis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kolor, basah, robek atau terlipat 8. Jilika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Tanggal Ujian No. Tes Kelas Jurusan LEMBAR JAWABAN KOMPUTER O Umum ○ MIPA Nama Peserta **6** IPS O IBB 456789 O IIK Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Seiarah O Sejarah Hadis/Ilmu Hadis Matematika $\overline{\mathsf{M}}$ O Ilmu Kalam Figh/Ushul Figh O Biologi Sejarah Pmtn. ○ Figh ○ Kimia Geografi Sosiologi Matematika Pmtn. Bahasa Arab O Bahasa Arab Pmtn Aqidah Akhlak Ekonomi Akt. Sastra Indonesia PKn Antropologi O Bhs. Indonesia Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap W Ulangan Kenaikan Kelas

1.	BCDE	11. ABODE	21. ABC E	31. AB DE	41. ABCDE
2.	ACCOE	12. BODE	22. AB DE	32. ABCO	42. ABCDE
3.	ASCDE	13. A C D E	23. ABC E	33. AB DE	43. ABCDE
4.	ABCOE	14. ABCD	24. ABC E	34. A OCOE	44. ABCDE
5.	BODE	15. ABCD	25. ABC E	35. ABDDE	45. ABCDE
6.	ABCOE	16. A @ C D E	26. AB DE	36. AB DE	46. ABCDE
7.	● B C D E	17. 880DE	27 B C D E	37. ABCD	47. ABODE
8.	ABCOE	18.	28. A C D E	38. ABCD	48. ABCDE
9.	ABCD	19. AB DE	29. ABCD	39. ABODE	49. ABCDE
10	BCDE	20.	30. A COE	40. AB DE	50. ABCDE

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

-

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya

 4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsanya

 5. Tulisiah Kelias lalu hitamkan bulatan di bawahnya sesuai dengan angka/hurd di atasnya.

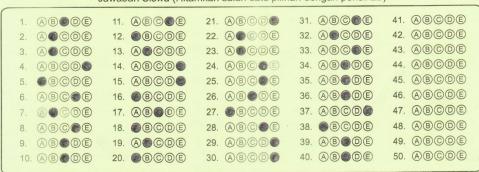
 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

.

No. Tes Tanggal Ujian Kelas Jurusan LEMBAR JAWABAN KOMPUTER ×1 O Umum 012 300516 O MIPA Nama Peserta 1 IPS PERMATASARI INDAH 0 O IBB (A) 456789 O IIK 6 Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Seiarah Qur'an Hadits O Sejarah O TIK Hadis/Ilmu Hadis O Matematika \overline{M} O Ilmu Kalam Biologi Figh/Ushul Figh 0 Figh ○ Kimia Sejarah Pmtn. Geografi Matematika Pmtn. Bahasa Arah Bahasa Arab Pmtn Aqidah Akhlak O Sosiologi Ekonomi Akt. Sastra Indonesia PKn Antropologi Bhs. Indonesia RORRERRERRE O SKI Jenis Ujian Tanda Tangan Mid Semester Gasal $\overline{\mathbb{W}}$ Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas



Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

PETUNJUK PENGISIAN

-

ETUNJUK PENGISIAN Isilah hanya dengan pensi 2B Hitamkan bulatan pilihan secara penuh Tulisah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsarya Tulisah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atsarya Tulisah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkanhur di atsarya. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai Lembar Jawaban ini Idak boleh kotoj, basah, robek atau teriipat Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Daerah Istimewa Yogyakarta Tanggal Ujian Kelas Jurusan No. Tes LEMBAR JAWABAN KOMPUTER XII O Umum 013 300516 O MIPA Nama Peserta IPS INDRIYANA •A•AAAAAAAAAAA BBBBBBBBBBBBBBBB O IBB 456789 O IIK Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah Qur'an Hadits O Sejarah Hadis/Ilmu Hadis Matematika Fiqh/Ushul Fiqh Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Pmtn. Biologi Ilmu Kalam ○ Figh ○ Kimia Bahasa Arab O Geografi Aqidah Akhlak Sosiologi O Bhs. Indonesia Ekonomi Akt. Sastra Indonesia PKn Antropologi R R R R R R R R R R R R R R ○ PKn Jenis Ujian Mid Semester Gasal Tanda Tangan %@@**@@@@@@@@@@**@@@ Ulangan Akhir Semester Gasal $\begin{array}{c} \overline{\mathbb{Q}} \otimes \overline{\mathbb{Q}} \otimes$ Mid Semester Genap Ulangan Kenaikan Kelas Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) BCDE 11. ABC & E 21. ABCD® 31. AB DE 41. ABCDE 2. A CODE 12. @BCDE 22. A @ O D E 32. ABCD 42. ABCDE 3. AGCDE 13. A @ O D E 23. ABOSE 33. ABDDE 43. ABCDE 4. ABCCE 14. ABCD 24. ABOOE 34. ABCD@ 44. ABCDE 15. ABODE 25. ABCOE 35. AB DE 45. ABCDE 36. @BCDE 46. ABCDE 6. ABOOE 16. A O O D E 26. AB DE 37. ABCD 47. ABCDE 7. A 6 0 D E 17. ABODE 27. 8 B C D E 48. ABCDE 8. ABCOE 18. **BBODE** 28. ABCSE 49. ABCDE 9. ABCD 19. ABODE 29. ABCD 39. ABCOE 30. ABCD0 40. AB DE 50. ABCDE

Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH** Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isliah hanya dengan pensil 2B
 2. Hilamkan bulatan pilihan secara penuh
 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 4. Tulislah Nomor Peserta dan Tangga Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angkahruf di atasnya.
 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
 7. Lember Jawaban ini tidak boleh kotor, basah, robek atau teripat
 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta

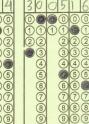
1	S	N	A	N		K	U	R	N	1	A	0	1									
(A)	(A)	(A)	-	(A)	(A)	A	A	(A)	A	A	1	A	A	A	A	A	A	A	(A)	(A)	A	A
(B)	(B)	(B)	(B)						B											B	B	(B
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E	E	E	E	E	E	E	E	E	Ē	E	E	E	E	Ē	E	E	E	E	E	E	E	E
F	F	F	E	F	F	F	Ē	F	F	E	E	F	E	E	E	E	E	F	E	F	E	E
G	G	(G)		(G)	(G)	(G)	G	(G)	(G													
H	H	H		H	H	H	H	H	H	H	H	H	H	H	H	H	(H)	H	H	H	H	H
0	1	1	1	1	1	1	1	1	1		1	1		1	1	1	1	1	1	1	1	1
0	1		1	1	1	1	3	1	3	0	1	0	0	0	(3)	3	0	0	1	0	0	(J
K	K	K	(K)	(K)	K	-	K	K	K	K	K	K	K	K	K	K	K	K	(K)	K	K	K
0	0	1	0	1	0	0	1	0	1	0	1	0	(1)	1	0	0	0	1	1	0	1	1
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	0	N	0	N	N	N	N	0	N	N	N	N	(1)	N	N	(N)	N	N	(N)	N	N
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R	R	R	R	R	R	R	R	1	R	R	R	R	R	R	R	R	R	R	R	R	R	(R
S	0	(S)	(3)	(3)	(3)	(S)	(3)	(3)	(3)	(S)	(S)	(S)	(S)	S	(S							
T	T	(T)	(T)	T	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	(T
(0)	(0)	(0)	(0)	(1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	(U
O	(V)	V	(V)	(V)	(V)	V	(V)	(V)	V	V	(V)	V	0	V	(V							
W	W	(1)	W	(W)													(1)	(1)	(W)	(1)	W	(M
X	X		(X)						(X)										X	(X)	(X)	(X
8	(8)	(8)	(8)	=					0									Ø	(1)	(1)	Y	Y
(2)	-	(2)	(2)	(2)	(2)				Ž								(2)	(2)	(2)	(2)	(2)	(Z
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Kelas Jurusan

XI O Umum ○ MIPA IPS O IBB

O IIK

No. Tes Tanggal Ujian



Mata Uji

Qur'an Hadits Bhs. Inggris Akhlak
Tafsir/Ilmu Tafsir Fisika Sejarah
Hadis/Ilmu Hadis Matematika TIK
Ilmu Kalam Biologi Fiqh/Us
Fiqh Kimia Sejarah
Bahasa Arab Geografi Matemat Sejarah
TIK
Fiqh/Ushul Fiqh
Sejarah Pmtn. Biologi
Kimia
Geografi
Sosiologi Matematika Pmtn.
Bahasa Arab Pmtn Bahasa Arab Aqidah Akhlak O Bhs. Indonesia Ekonomi Akt. Sastra Indonesia
PKn Antropologi O PKn

Jenis Ujian

- Mid Semester Gasal
- Ulangan Akhir Semester Gasal

.

Mid Semester Genap Ulangan Kenaikan Kelas

Tanda Tangan

		11. ABC E	21. ABC E	31. AB DE	41. ABCDE
1.	BODE	11. ABCOE			
√2.	AOODE	12.	22. AB DE	32. ABCD	42. ABCDE
3.	AOCDE	13. A O O D E	23. ABCD	33.	43. ABCDE
4.	ABCOE	14. ABCD	24. AB DE	34. A O O D E	44. ABODE
5.	@ B C D E	15. ABCD	25. ABCOE	35. ABODE	45. ABCDE
6.	ABCD	16. A O O D E	26. AB DE	36. ABOOE	46. ABCDE
7.	A COE	17. AB DE	27. 08 CDE	37. ABCO	47. ABODE
8.	ABCOE	18.	28. A CDE	38. ABCD	48. ABCDE
	A COE	19. AB DE	29. A O O D E	39. ABODE	49. ABCDE
10	. • B C D E	20. ABC E	30. A O O D E	40. AB DE	50. ABCDE
(

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

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PETUNJUK PENGISIAN 1. Isliah hanya dengan pensil 2B 2. Hitamkan bulatan pilihan secara penuh 3. Tulisiah Nama Peserla, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 7. Tulisiah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya 5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Tanggal Ujian No. Tes Kelas Jurusan LEMBAR JAWABAN KOMPUTER XI O Umum 300516 0000000 ○ MIPA Nama Peserta (IPS MARHARBAN ROMADHONA 000000 ○ IBB A O A A O IIK Mata Uji Sejarah TIK Ilmu Kalam Figh/Ushul Figh Kimia Geografi Sosiologi O Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Pmtn Matematika Pmtn. Bahasa Arah Aqidah Akhlak Bhs. Indonesia SKI Ekonomi Akt. Sastra Indonesia PKn Antropologi Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal 11 Mid Semester Genap Ulangan Kenaikan Kelas ĎŹŹŹŹŹŹŹŹŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎŎ Jawahan Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

			Jawabali Siswa (Fiitai	ilikali salah sala pili	iair derigair perieir 22	/
1	1.	3 800E	11. AB DE	21. ABC E	31. AB DE	41. ABCOE
	2.	AGODE	12. BODE	22. A O O D E	32. ABCD	42. ABCDE
	3.	A O O D E	13. A @ C D E	23. ABCOE	33.	43. ABCDE
	4.	ABC E	14. ABC E	24. ABCOE	34. A @ © D E	44. ABCDE
	5.	@ B C D E	15. ABOD	25. ABCOE	35. AB@DE	45. ABCDE
	6.	ABODE	16. A@@@E	26. AB DE	36. ABODE	46. ABCDE
	7.	A COE	17. AB DE	27. (B) (C) (E)	37. ABC € €	47. ABCDE
		ABCOE	18. B CDE	28. A C C C E	38. ABCD	48. ABCDE
1		ABCD	19. AB DE	29. ABCD	39. AB DE	49. ABCDE
		BCDE	20. A C C E	30. • B © D E	40. AB ● DE	50. ABCDE
1						



Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B
 2. Hitamkan bulatan pilihan secara penuh
 3. Tulisilah Nama Peserta, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 4. Tulisilah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 5. Tulisilah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya.
 6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Daerah Istimewa Yogyakarta

Nama Peserta MUHAMMAD APIQH 0

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Kelas Jurusan XI O Umum ○ MIPA IPS ○ ІВВ O IIK



Mata Uji

Qur'an Hadits	0	Bhs. Inggris	0	Akhlak
Tafsir/Ilmu Tafsir	0	Fisika	0	Sejarah
Hadis/Ilmu Hadis	0	Matematika	0	TIK
Ilmu Kalam	0	Biologi	0	Figh/Ushul Figh
Figh	0	Kimia	0	Sejarah Pmtn.
Bahasa Arab	0	Geografi	0	Matematika Pmtn.
Aqidah Akhlak	0	Sosiologi	0	Bahasa Arab Pmtn.
Bhs. Indonesia	6	Ekonomi Akt.	0	Sastra Indonesia
○ ski	0	PKn	0	Antropologi

Jenis Ujian

Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas

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Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

			The second secon					
1.	● B © D E	11. (AB DE	21.	ABC E	31.	ABC E	41. ABCOE
2.	ACCDE	12.	BODE	22.	A COE	32.	ABCO	42. ABCDE
3.	ACCOE	13. (AGCDE	23.	ABCOE	33.	BODE	43. ABCDE
4.	ABCOE	14. (ABCOE	24.	ABC E	34.	A B C D E	44. ABCDE
5.	AOODE	15. (ABCO	25.	ABCOE	35.	ABODE	45. ABCDE
6.	ABCOE	16. (AGCOE	26.	ABODE	36.	ABODE	46. ABCDE
7.	ACCDE	17. (ABODE	27.	● B C D E	37.	ABCD	47. ABCDE
8.	ABCOE	18. (BODE	28.	ABC DE	38.	ABCD	48. ABCDE
9.	ABCO	19. (ABODE	29.	ABCD	39.	BODE	49. ABCDE
10.	BODE	20. (A O O D E	30.	● B C D E	40.	ABODE	50. ABCDE

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016

Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil 2B

 2. Hitamkan bulatan pilihan secara penuh

 3. Tulisiah Nama Peserda, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 7. Tulisiah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya

 5. Tulisiah Kelas lalu hitamkan bulatan di bawahnya sesuai dengan angka/huruf di atasnya

 6. Pilih Mata Pelajaran dan Jonis Ujian yang sesuai

 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat

 8. Jilka salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta MUHAMMAD I RFAN AAA AA BBBBBB

.

Kelas Jurusan O Umum ○ MIPA IPS O IBB O IIK



Mata Uji

	Qur'an Hadits	0	Bhs. Inggris	0	Akhlak
١	Tafsir/Ilmu Tafsir	0	Fisika	0	Sejarah
١	Hadis/Ilmu Hadis	0	Matematika	0	TIK
	O Ilmu Kalam	0	Biologi	0	Figh/Ushul Figh
١	Figh	0	Kimia	0	Sejarah Pmtn.
1	Bahasa Arab	0	Geografi	0	Matematika Pmtn.
١	Aqidah Akhlak	0	Sosiologi	0	Bahasa Arab Pmtn
	Bhs. Indonesia	0	Ekonomi Akt	0	Sastra Indonesia
	○ SKI	0	PKn	0	Antropologi

Jenis Ujian

- Mid Semester Gasal Ulangan Akhir Semester Gasal
- Mid Semester Genap Ulangan Kenaikan Kelas
- Tanda Tangan

Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

			Committee of the control of the cont			
	1.	BODE	11. (S) (B) (C) (D) (E)	21. ABO E	31. AB DE	41. ABCDE
١	2.	AGCDE	12. 8BODE	22. A O O D E	32. ABCD	42. ABCDE
۱	3.	ACCOE	13. A O O D E	23. ABC & E	33. ABC E	43. ABCDE
١	4.	ABCOE	14. ABC 6E	24. AB © • E	34. ABCD	44. ABCDE
١	5.	BODE	15. ABCD®	25. ABC 6 E	35. ABODE	45. ABCDE
١	6.	ABCOE	16. A@©DE	26. AB DE	36. AB DE	46. ABCDE
	7.	● B ○ D E	17. AB@DE	27. @BODE	37. AB© ® €	47. ABCDE
١		ABODE	18. (B) (B) (C) (E)	28. ABC E	38. ABCD	48. ABCDE
į			19. ABODE	29. ABOD®	39. ABC E	49. ABCDE
		• BCDE	20. ABC E	30. A O O D E	40. AB@DE	50. ABODE
н						

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Kementerian Agama Ulangan Kenaikan Kelas (UKK) **MADRASAH ALIYAH** Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

- PETUNJUK PENGISIAN

 1. Isilah hanya dengan pensil ZB
 2. Hitiamkan bulatan pilihan secara penuh
 3. Tulislah Nama Peserta, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
 4. Tulislah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angka di atashya
 5. Tulislah Nomor Peserta dan Tanggal Ujian, ialu hitamkan bulatan di bawahnya sesuai dengan angkahruri di atasnya.
 7. Limi Mata Pelajaran dan Jenis Ujian yang sesuai
 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau terlipat
 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Nama Peserta PRADNYAPARAMIT @@@@@@@@@@@@

Kelas Jurusan O Umum ○ MIPA IPS ○ ІВВ O IIK



	Mata Uji	
Qur'an Hadits	Bhs. Inggris	Akhlak
) Tafsir/Ilmu Tafsir	Fisika	Sejarah
) Hadis/Ilmu Hadis	Matematika	○ TIK
) Ilmu Kalam	Biologi	Figh/Ushul Figh
) Figh	Kimia	O Sejarah Pmtn.
) Bahasa Arab	Geografi	Matematika Pmtn.
) Aqidah Akhlak	Sosiologi	Bahasa Arab Pmtn.
) Bhs. Indonesia	Ekonomi Akt	. Sastra Indonesia

O PKn

	Jenis Ujian
O Mid	Semester Gasal

Ulangan Akhir Semester Gasal Mid Semester Genap Ulangan Kenaikan Kelas

.



Antropologi

Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

1. •BCDE	11. AB DE	21. ABC E	31. AB DE	41. ABCDE
2. A COE	12 B C D E	22. A O C D E	32. ABCD	42. ABCDE
3. AOCDE	13. A @ C D E	23. ABOOE	33. ABC E	43. ABCDE
4. ABC E	14. ABC E	24. ABC 0 E	34. ABCO	44. ABCDE
5.	15. ABCD	25. ABC E	35. AB●DE	45. ABCDE
6. ABCOE	16. A O O D E	26. ABODE	36. ● B © D E	46. ABCDE
7. A C C D E	17. 8 B C D E	27. 08 CDE	37. ABC●E	47. ABODE
8. ABCOE	18.	28. ABCOE	38. ABCD	48. ABCDE
9. ABCD	19. AB DE	29. ABCD	39. ABC & E	49. ABCDE
10. • B C D E	20. 0 B C D E	30. A COE	40. AB DE	50. ABCDE

· XI 195 3 / 20

Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH Tahun Pelajaran 2015/2016 PETUNJUK PENGISIAN

1. Isilah hanya dengan pensil 2B
2. Hitamkan bulatan pilhan secara penuh
3. Tulisiah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atanya
4. Tulisiah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
5. Tulisiah Kelas ialu hitamkan bulatan di bawahnya sesuai dengan angka di atasnya
6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
6. Pilih Mata Pelajaran dan Jenis Ujian yang sesuai
6. Jika salah, hapus seberaih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar

LEMBAR JAWABAN KOMPUTER

Daerah Istimewa Yogyakarta

.

Tanggal Ujian No. Tes Kelas Jurusan O Umum ○ MIPA IPS O IBB 466789 O IIK Mata Uji Qur'an Hadits Bhs. Inggris Akhlak Tafsir/Ilmu Tafsir Fisika Sejarah Hadis/Ilmu Hadis Matematika TIK O Sejarah Ilmu Kalam Fiqh/Ushul Fiqh Sejarah Pmtn. Matematika Pmtn. Bahasa Arab Pmtn. Biologi Kimia Geografi Sosiologi Bahasa Arab Aqidah Akhlak O Bhs. Indonesia Ekonomi Akt. Sastra Indonesia PKn Antropologi ○ PKn Jenis Ujian Tanda Tangan Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap

Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B)

Ulangan Kenaikan Kelas

.

1.	BCDE	11.	ABODE	21.	ABCOE	31.	ABODE	41.	ABCDE
2.	ACCOE	12.	Ø B © D E	22.	AB DE	32.	ACCE	42.	ABODE
3.	AOCDE	13.	A COE	23.	ABCOE	33.	ACCE	43.	ABCDE
4.	ABCOE	14.	AB00	24.	ABCGE	34.		44.	ABCDE
5.	BCDE	15.	AB00	25.	ABCOE	35.	ABCDE	45.	ABCDE
6.	ABCOE	16.	AGCOE	26.	BODE	36.	ABODE	46.	ABCDE
7.	• BCDE	17.	• BODE	27.	BODE	37.	ABCD	47.	ABCDE
8.	ABC DE	18.	• BCDE	28.	ABCOE	38.	ABOD	48.	ABCDE
9.	ABCO	19.	ABODE	29.	ABCD	39.	BODE	49.	ABCDE
10.	BCDE	20.	• BODE	30.	A O O D E	40.	ABODE	50.	ABODE



Kementerian Agama Ulangan Kenaikan Kelas (UKK) MADRASAH ALIYAH

Tahun Pelajaran 2015/2016 Daerah Istimewa Yogyakarta

9. ABBDE

10. . B C D E

19. ABODE 20. ABC E

0

PETUNJUK PENGISIAN 1. Isilah hanya dengan pensil 2B 2. Hitamkan bulatan pliihan secara penuh 3. Tulislah Nama Peserta, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 4. Tulislah Nomor Peserta dan Tanggal Ujian, lalu hitamkan bulatan di bawahnya sesual dengan angka di atasnya 5. Tulislah Kelas lalu hitamkan bulatan di bawahnya sesual dengan angka/huruf di atasnya 6. Pilih Mata Pelajaran dan Julian Ujian yang sesual 7. Lembar Jawaban ini tidak boleh kotor, basah, robek atau teripat 8. Jika salah, hapus sebersih mungkin dengan penghapus dan pilih jawaban yang menurut Anda benar Tanggal Ujian No. Tes Kelas Jurusan LEMBAR JAWABAN KOMPUTER 022 O Umum ○ MIPA Nama Peserta (@ IPS 00 333 444 555 666 ○ IBB **3 88888888888888** 456789 O IIK (3) (8) 999 ${\sf B}$ (3) (A) Mata Uii Seiarah O TIK Hadis/Ilmu Hadis Matematika O Ilmu Kalam Biologi Kimia Geografi Sosiologi Figh/Ushul Figh O Sejarah Pmtn. Figh Bahasa Arab Matematika Pmtn. Aqidah Akhlak Bahasa Arab Pmtn Bhs. Indonesia Ekonomi Akt. Sastra Indonesia RRRRRRRRRRRRRR ○ PKn Antropologi \$ **6** Jenis Ujian Tanda Tandan Mid Semester Gasal Ulangan Akhir Semester Gasal Mid Semester Genap Jawaban Siswa (Hitamkan salah satu pilihan dengan pensil 2B) 41. ABCDE ABODE 11. A @ O D E 21. AB DE 31. ABC E 42. ABCDE 22. A @ C D E 32. ABCOE A COE 12. A B C D E 43. ABCDE 23. ABC E 33. AB DE 3. ACCDE 13. A @ C D E 44. ABCDE 34. A.B.DE 4. ABC E 14. A @ O D E 24. AB DE 45. ABCDE 35. AB DE AOCDE 15. AB DE 25. ABC E 46. ABODE 16. ABCDE 26. AB DE 36. **❷ B © D E** ACODE 17. AB@DE 27. . B C D E 37. AB DE 47. ABCDE 28. ABCOE 38. A @ C D E 48. ABCDE 8. ABCOE

29. ABCD

30. ABC & E

39. ABCOE

40. AB@DE

.

49. ABCDE

50. ABCDE

APPENDIX 3

- a. The Results of the Analysis of Test Items
- b. Summary of the Whole Results of Analysis of Test Item

ANATES_SKRIPSI_NOVITA_VALIDITAS

KORELASI SKOR BUTIR DG SKOR TOTAL

Jumlah Subyek= 64
Butir Soal= 40
Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2
YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

No Butir Baru 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36	No Butir Asli 22 34 55 66 77 88 99 100 111 122 133 144 155 166 177 188 199 200 221 222 233 224 225 226 227 228 229 330 331 332 333 334 335 336 336 336 336 336 336 336 336 336	Korelasi	Signifikansi Sangat Signifikan Sangat Signifikan Sangat Signifikan - Sangat Signifikan Signifikan Signifikan Signifikan Signifikan Signifikan Sangat Signifikan Signifikan Signifikan Signifikan Signifikan Signifikan Sangat Signifikan Signifikan Sangat Signifikan Signifikan Signifikan Signifikan Signifikan Signifikan
34 35	35	0.245 0.628	Sangat Signifikan Signifikan Signifikan Sangat Signifikan

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-2)	P=0.05	P=0.01	df (N-2)	P=0.05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

ANATES_SKRIPSI_NOVITA_RELIABILITAS

RELIABILITAS TES

Rata2= 21.95 Simpang Baku= 5.47 KorelasiXY= 0.57 Reliabilitas Tes= 0.73 Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2 YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

13 14 15 17 19 19 19 19 19 19 19 19 19 19 19 19 19	19 MUHAI 20 MUH N 21 NAND 22 TIAR 23 BURH 24 BURH 25 EDIT 26 FARI 27 FARI 28 INDR 29 KIRAI 30 MUHAI 31 MEIL 33 MUHAI 33 MUHAI 33 MUHAI 34 NADI 36 NADI 37 NOVI 38 PANDI 39 RAVI 40 ROSI 41 SALS 42 SATR 44 ALI 45 AMAL 46 ANDY 47 ARCH 48 ARDI 49 ARISI 50 BELL 51 BOGI 52 BURH 55 INDAI 56 INDR 56 INDR	AN TAUFIK AN YUSWAN A PRIMADANI TRI HEND ZA EKA PUTRI A RASENDRIYA VA AZZAHRA VMAD ABDU IA EVA NU FARKHAN F VMAD MUSTOFA ARA HIKMA A AMAIRAN AH NUR AN FASARI WU HU REVALDI CAVISTA FA SARI FASARI WU HU REVALDI CAVISTA FA SARI FA NURROHMAN HUMAIDI IA HUSNA FAN JULIAN S AN MALIK KA NUR R A TARMIZI DWI PRAS ANUDDIN G LA RIFKA M NG R S H TRI PER IYANA	12 10 91 17 80 115 117 110 114 115 117 115 117 117 117 117 117 117 117	9626002299870867593378702592853299524250	16 14 22 17 23 29 29 29 21 28 21 21 21 21 21 21 21 21 21 21 21 21 21
55 56 57	56 INDR:				

Culum Baile		ANATES_SKRI	PSI_NOVITA_D	AYA PEMBED)A	
Cukup Baik	35	35	16	2	14	82.35
Sangat Baik	36	36	8	5	3	17.65
Buruk	37	37	10	7	3	17.65
Buruk	38	38	12	8	4	23.53
Cukup Baik	39	39	9	6	3	17.65
Buruk	40	40	17	10	7	41.18 Baik

		ANATES_SKRIPSI_NOVI	TA_RELIABILITAS	•	
58	58	MARHARBAN ROM	18	14	32
59	59	MUHAMMAD ARIQ H	16	15	31
60	60	MUHAMMAD IRFA	14	15	29
61	61	PRADNYA PARAM	15	15	30
62	62	MUHAMMAD REND	14	15	29
63	63	RIVAN ADITYAWAN	15	14	29
64	64	RIZA VANISA	11	8	19

ANATES_SKRIPSI_NOVITA_DAYA PEMBEDA

DAYA PEMBEDA

Jumlah Subyek= 64 Klp atas/bawah(n)= 17 Butir Soal= 40 Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2 YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

No Butir Baru 1	No Butir Asli 1	Kel. Atas 14	Kel. Bawah	Beda 1	Indeks DP (%) 5.88
Sangat Buruk 2	2	2	2	0	0.00
Sangat Buruk 3	3	16	12	4	23.53
Cukup Baik	4	15	5	10	58.82
Sangat Baik 5	5	15	1	14	82.35
Sangat Baik 6	6	12	2	10	58.82
Sangat Baik 7	7	12	8	4	23.53
Cukup Baik					5.88
Sangat Buruk	8	16	15	1	
10	10 10	8 1	1 0	7 1	41.18 Baik 5.88
Sangat Buruk	11	7	9	-2	-11.76
12	12	14	4	10	58.82
13	13	16	11	5	29.41
14	14	9	9	0	0.00
15	15	15	8	7	41.18 Baik
17	16 17	15 14	9 10	6 4	35.29 Baik 23.53
Cukup Baik 18	18	17	3	14	82.35
19	19	17	5	12	70.59
Sangat Baik 20	20		3	7	
21	21	16	12	4	23.53
22	22	15	11	4	23.53
23	23	12	3	9	52.94
24	24 25	16 17	10	6 14	35.29 ваік 82.35
Sangat Baik					
27	27	15	10	5	29.41
28	28	13	6	7	41.18 Baik
30	30	4	2	ź	11.76
31	31	12	8	4	23.53
32 32	32	11	4	7	41.18 Baik
Buruk					
34	34	Page		5	29.41
Sangat Buruk Sangat Baik Cukup Baik Sangat Buruk 15 16 17 Cukup Baik Sangat Baik Sangat Baik Cukup Baik 20 21 Cukup Baik Sangat Baik Cukup Baik Sangat Baik 24 25 Sangat Baik Cukup Baik Sangat Baik Cukup Baik Cukup Baik 26 27 Cukup Baik Cukup Baik 28 29 30 Buruk Cukup Baik Cukup Baik 28 29 30 Buruk Cukup Baik 31 Cukup Baik	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	14 16 9 15 15 14 17 17 10 16 15 12 16 17 14 15 13 13 4 12 11 5	4 11 9 8 9 10 3 5 12 11 3 10 3 7 10 66 2 8 4 2	10 5 0 7 6 4 14 12 7 4 9 6 14 7 5 7 7 2 4	58.82 29.41 0.00 41.18 Baik 35.29 Baik 23.53 82.35 70.59 41.18 Baik 23.53 52.94 35.29 Baik 41.18 Baik 41.18 Baik 41.18 Baik 41.18 Baik 41.18 Baik

ANATES_SKRIPSI_NOVITA_DAYA PEMBEDA Cukup Baik 82.35 Sangat Baik 17.65 Buruk 17.65 Buruk 23.53 Cukup Baik 17.65 Buruk 41.18 Baik

ANATES_SKRIPSI_NOVITA_TINGKAT KESUKARAN

TINGKAT KESUKARAN

Jumlah Subyek= 64

Butir Soal= 40
Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2
YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

No Butir Baru 1 2 3 4 5 6 7 8	No Butir Asli 1 2 3 4 5 6 7	47 11 57 37 32 26 44 60	Kesukaran (%) 73.44 17.19 89.06 57.81 50.00 40.63 68.75 93.75	Tafsiran Mudah Sukar Sangat Mudah Sedang Sedang Sedang Sedang Sedang
10	9 10	11 3	17.19 4.69	Sukar Sangat Sukar
11	11	39	60.94	Sedang
12	12	34	53.13	Sedang
13	13	45	70.31	Sedang
14	14	33	70.31 51.56 71.88	Sedang
15	15	46	71.88	Mudah
16	16	46	71.88	Mudah
17	17	49	76.56	Mudah
18	18	47	73.44	Mudah
19	19	44	68.75 37.50	Sedang
20	20	24	37.50	Sedang
21	21	50	78.13	Mudah
22 23	22 23	45 18	70.31	Sedang
24	23	44	28.13 68.75	Sukar Sedang
25	25	41	64.06	Sedang
26	26	35	54.69	Sedang
27	27	50	78.13	Mudah
28	28	31	48.44	Sedang
29	29	27	42.19	Sedang
30	30	14	21.88	Sukar
31	31	39	60.94	Sedang
32	32	39 25	39.06	Sedang
33	33	17	26.56	Sukar
34	34	21	32.81	Sedang
35	35	35	26.56 32.81 54.69	Sedang
36	36	23 35	35.94	Sedang
37	37	35	54.69	Sedang
38	38	37	57.81	Sedang
39	39	35	54.69	Sedang
40	40	48	75.00	Mudah

ANATES_SKRIPSI_NOVITA_KUALITAS PENGECOH

KUALITAS PENGECOH

Jumlah Subyek= 64
Butir Soal= 40
Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2
YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

No	Butir	Baru 1	No	Butir Asl	i 1	a 47**	b 3+	7-	d 5++	e 2-	*	Sangat
Bai	k	2			2	11**	42	10++	0	1		Cukup
Bai	k	3			3	4	57**	3-	0	0		Cukup
ваі	k	4			4	0	1		37**	25		Buruk
p i	16	5			5	32**	5+	18	6+	3-		Sangat
Bai		6		(5	14+	2	14+	26**	8++	0	Sangat
Bai	K	7 8			7	7+	44**	8-	1	4++		Baik
		8 9			9	3 14++	0 17+	0 10++	60** 12++	11**		Buruk Sangat
Bai		10		10	0	34	3**	16++	2	9+	0	Sangat
Bai	k	11		1:	1	13	39**	5++	7++	0		Baik
Bai	k	12		1	2	34**	27	0	2-	1		Cukup
Du.		13 14		11	3	6+ 1	45** 8++	5++ 1	21	7+ 33**		Baik Cukup
Bai	k							_		46**		
		15 16		10		0 13	4++ 46**	12	0	4++		Baik Cukup
Bai		17		17	7	11	1-	49**	3++	0	0	Cukup
Bai		18		18	8	47**	12	3+	1	1	0	Cukup
Bai	k	19		19	9	6++	7+	44**	6++	1	0	Baik
Bai	k	20		20	0	24**	5-	7+	12++	16-		Sangat
Bai		21		2:	1	2+	3++	5+	50**	4++	0	Sangat
Bai		22		22	2	0	45**	14	1	4++	0	Cukup
		23		2	3	14++	15+	12++	18**	5-	0	Sangat
Bai		24		24	4	2-	13	4++	44**	1	0	Cukup
Bai	K	25		2		3+	7++	0	41**	13		Baik
		26 27		20	7	5+ 50**	22	35** 4++	2- 0	0 9		Baik Cukup
Bai		28		28	8	4-	18	3-	31**	8++	0	Sangat
Bai	k	29		29		11++	15-	4-	7++	27**		Sangat
Bai	k	30		3(14**	19-	2	25	4-		Sangat
Bai	k	31		3:		2-	0	39**	20	3-		Baik
		32 33		3	2	4- 17**	22	1	12++	25**	0	Baik
Bai	k						5-	7+		14++		Sangat
Bai	k	34		34		4-	13++	10++	16+	21**		Sangat
Bai	k	35		3	5	3-	10+	35**	2-	14	0	Sangat
							Page 1					

Page 1

n a d la	36	ANATES_SKE 36	RIPSI_NO 33	VITA_KU 7+		PENGECO 1	0	0	Cukup
Baik	37 38	37 38	12 	1 3-	6++ 3-	18 9+	35** 37**		Baik Sangat
Baik	39	39	12-	6++	35**	8++	3-	0	Sangat
Baik Baik	40	40	0	1	48**	8	7-	0	Cukup

Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+ : Baik
- : Kurang Baik
-- : Buruk
---: Sangat Buruk

ANATES_SKRIPSI_NOVITA_SKOR DATA DIBOBOT

SKOR DATA DIBOBOT

Jumlah Subyek = 64

Butir soal = 40

Bobot utk jwban benar = 1

Bobot utk jwban salah = 0

Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2

YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

No	Urt	No	Subyek	Kode/Nama	Benar	Salah	Kosong	Skr Asli	skr	Bobot
	1		1	AGUNG	24	16	0	24		24
	2		2	AMELIA	12	28	Ö	12		12
	3 4		3 4	ANANDA ANDARA	13 20	27 20	0	13 20		13 20
			5	ANDRIA	18	22	ŏ	18		18
	5 6		ő	ANINDH	17	23	ŏ	17		17
	7		7	ARIF I	22	18	Ŏ	22		22
	8		8	DIMAS	19	21	0	19		19
	9		. 9	DINA P	10	30	0	10		10
	10		10	DONI E	23	17	Ö	23		23
	11 12		11 12	DWI KR DYAH F	24 12	16 28	0	24 12		24 12
	13		13	EXSEL	17	23	ŏ	17		17
	14		14	FIRMAN	22	18	ŏ	22		22
	15		15	HERDIY	20	20	Ō	20		20
	16		16	IKA PU	19	21	0	19		19
	17		17	KARTIN	22	18	0	22		22
	18		18	MUH BE	16	24	0	16		16
	19 20		19 20	MUHAMM MUH VA	14 22	26 18	ŏ	14 22		14 22
	21		21	NANDA	17	23	ŏ	17		17
	22		22	TIARA	25	15	ŏ	25		25
	23		23	BURHAN	23	17	Ö	23		23
	24		24	BURHAN	29	11	o	29		29
	25		25	EDITA	25	15	0	25		25
	26		26	FANI T	19	21	0	19		19
	27 28		27 28	FARIZA INDRA	20 22	20 18	ŏ	20 22		20 22
	29		29	KIRANA	19	20	ĭ	19		19
	30		30	MUHAMM	28	12	ō	28		28
	31		31	MEILIA	15	25	0	15		15
	32		32	MUH FA	16	24	0	16		16
	33		33 34	MUHAMM	22	18	0	22		22
	34 35		35	MUTIAR NADIA	19 21	21 19	ŏ	19 21		19 21
	36		36	NADIAH	28	12	ŏ	28		28
	37		37	NOVITA	27	13	ŏ	27		27
	38		38	PANDHU	18	22	Ö	18		18
	39		39	RAVICA	14	26	0	14		14
	40		40	ROSITA	17	23	Ö	17		17
	41 42		41	SALSAB	22	18	0	22		22
	43		42 43	SATRIY SHINTA	26 30	14 10	ŏ	26 30		26 30
	44		44	ALI HU	19	20	ĭ	19		19
	45		45	AMALIA	28	12	ō	28		28
	46		46	ANDYTA	16	24	0	16		16
	47		47	ARCHAN	27	13	0	27		27
	48		48	ARDIAN	27	13	0	27		27
	49 50		49 50	ARISKA	26 19	14 21	0	26 19		26 19
	51		51	BELLA BOGI D	23	17	ŏ	23		23
	52		52	BURHAN	16	24	ŏ	16		16
	53		53	FADILA	27	13	0	27		27
	54		54	GALANG	30	10	0	30		30
	55		55	INDAH	24	16	0	24		24
	56		56	INDRIYANA	30	10	0	30		30
	57		57	ISNAN	26	14	U	26		26

Page 1

		ANATES_SKRIF	PSI_NOVI	TA_SKOR	DATA DIB	OBOT	
58	58	MARHAR	32	8	0	32	32
59	59	MUHAMM	31	9	0	31	31
60	60	MUHAMM	29	11	Ö	29	29
61	61	PRADNY	30	10	Ö	30	30
62	62	MUHAMM	29	11	Ö	29	29
63	63	RIVAN	29	11	Ö	29	29
64	64	RIZA V	19	21	Ö	19	19

SKOR DATA -----

Rata2= 21.95 Standar Deviasi= 5.47 Nama berkas: D:\KULIAH FE\KULIAH\SKRIPSI NOVITA ISNAINI\MAN 2 YOGYAKARTA\ANATES_SKRIPSI_NOVITA.ANA

Nomor	Nomor	No. Butir Baru>	Skor	1	2	3	4	5	6	7	8
Urut	Subyek	No. Butir Asli> Nama Subyek Kunci ->		1 A	2 A	3 B	4 D	5 A	6 D	7 B	8 D
1	1	AGUNG KURNIAWAN	24	î	_	ĭ	ĭ	î	ĭ	-	ĭ
2	2	AMELIA WAHYUNINGTYAS	12	ī	_	ī	-	-	-	-	ī
3	3	ANANDA NAFRAH F M	13	1	-	1	-	1	-	-	1
4	4	ANDARA AGUSTINA	20	1	-	1	-	1	-	1	1
5 6 7	5	ANDRIAN AGUS KUSUMA	18	1	-	1	-	-	-	1	1
6	6	ANINDHITA SARASWATI	17	1	1	1	-	-	-	1	1
	7	ARIF IHYA'ULUMUDDIN	22	1	1	1	-	-	-	1	1
8 9	8 9	DIMAS LINTANG	19 10	1	-	1	-	_	_	1	1
10	10	DINA PUTRITA SAPTA DONI EKA ARDIYANTO	23	i	-	i	-			ī	i
11	11	DWI KRISTIONO S	24	i		i			1	i	i
12	12	DYAH FATIN NURJANNAH	12	ī	_	ī	_	_	-	-	ī
13	13	EXSEL BURHAM PANGESTU	17	ī	_	-	_	_	_	1	-
14	14	FIRMAN TRI WAHYUONO	22	ī	1	1	-	-	-	ī	1
15	15	HERDIYANTI KRISMONICA	20	1	1	1	-	-	-	1	1
16	16	IKA PURWANINGSIH	19	1	-	1	1	-	-	1	1
17	17	KARTINI RAHMA K	22	1	1	1	-	-	-	1	1
18	18	MUH BERDY SETYAWAN	16	=	-	=	-	-	-	-	1
19	19	MUHAMMAD HERLANGGA	14	1	-	1	-	-	-	-	1
20	20	MUH VARREL B A	22	-	-	-	-	1	1	-	1
21	21	NANDA SATRIA V	17 25	1	-	-	-	-	-	-	1
22 23	22 23	TIARA PRADISA HARAHAP	23	1	-	1	1	1	-	1	1
24	24	BURHAN TAUFIK BURHAN YUSWANTYO N	29			1	- 1	i	ī	ī	1
25	25	EDITA PRIMADANI	25	1		ī	1	i	i	i	i
26	26	FANI TRI HENDRAWAN	19	ī	_	i	ī	ī	-	i	i
27	27	FARIZA EKA PUTRI	20	ī	_	ī	ī	-	1	ī	ī
28	28	INDRA RASENDRIYA	22	ī	1	ī	ĩ	_	ī	ī	ī
29	29	KIRANA AZZAHRA	19	=	_	1	1	-	_	ī	1
30	30	MUHAMMAD ABDUR ROFIQ	28	1	-	1	1	1	-	1	1
31	31	MEILIA EVA NUR HALIZA	15	1	-	-	1	-	1	-	1
32	32	MUH FARKHAN F	16	1	-	1	1	-	1	-	1
33	33	MUHAMMAD MUSTOFA	22	1	-	1	1	1	-	-	1
34	34	MUTIARA HIKMAH NUR A	19	-	-	1	1	1	-	1	1
35	35	NADIA AMAIRANI A M	21	-	-	1	1	1	1	-	1
36 37	36 37	NADIAH NUR ANNISA NOVITASARI WULANDARI	28 27	ī	_	1	ī	1	1	1	1
38	38	PANDHU REVALDI	18	-		i	i	-		i	- 5
39	39	RAVICAVISTA	14	_	_	i	-	_	_	i	1
40	40	ROSITA SARI	17	1	_	ī	_	_	_	ī	ī
41	41	SALSABILA FITRIMALDA K	22	_	-	ī	1	_	1	_	ī
42	42	SATRIYO K G T A	26	_	-	1	1	1	_	1	-
43	43	SHINTA NURROHMAN	30	-	-	1	1	1	-	1	1
44	44	ALI HUMAIDI	19	1	1	1	w	-	1	1	1
45	45	AMALIA HUSNA NUR F	28	1	-	1	1	1	1	1	1
46	46	ANDYTA NUR OKTAVIANA	16	=	1	1	1	-	-	1	1
47	47	ARCHAN JULIAN S	27	1	1	1	1	-	-	-	1
48	48	ARDIAN MALIK	27	1	1	1	1	1	1	1	1
49	49	ARISKA NUR R	26	1	1	1	1	1	-	1	1
50 51	50 51	BELLA TARMIZI BOGI DWI PRASETYO	19 23	ī		i	ī	i	1	i	ŧ
52	52	BURHANUDDIN GALIH P	16	i	_	-	i	-	-	i	1
53	53	FADILA RIFKA M	27	i		1	i	1		i	i
54	54	GALANG R S	30	î	_	ī	î	î	1	-	î
55	55	INDAH TRI PERMATASARI	24	-	_	ī	_	ī	ī	1	ī
56	56	INDRIYANA	30	1	_	ī	1	1	ī	ī	ī
57	57	ISNAN KURNIADI	26	1	-	1	1	1	-	1	1
		Pag	. 1								

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58	58	ANATES_SKRIPSI_N MARHARBAN ROMADHONA	32	1	DATA	` 1	1	1	1	1	1
59	59	MUHAMMAD ARIQ H	31	î	_	ī	ī	-	ī	ī	ī
60	60	MUHAMMAD IRFAN SYAH A	29	1	-	1	1	1	1	-	1
61	61	PRADNYA PARAMITHA K	30	1	-	1	1	1	1	1	1
62	62	MUHAMMAD RENDY P H	29	1	-	1	1	1	1	-	1
63	63	RIVAN ADITYAWAN	29	1	-	1	1	1	1	-	1
Nomor Urut	Nomor Subyek	No. Butir Baru> No. Butir Asli>	Skor	9	10 10	11 11	12 12	13 13	14 14	15 15	16 16
oruc	Subyek	Nama Subyek Kunci ->		É	В	B	Ā	В	Ē	Ę	В
1	1	AGUNG KURNIAWAN	24	-	_	ĭ	_	ĭ	ī	ī	ĭ
2	2	AMELIA WAHYUNINGTYAS	12	-	-	-	-	1	-	1	1
3 4	3	ANANDA NAFRAH F M	13	-	-	-	-	1	-	-	-
	4	ANDARA AGUSTINA	20	-	-	1	1	-	-	1	-
5 6	5 6	ANDRIAN AGUS KUSUMA ANINDHITA SARASWATI	18 17			1	1	1	1	- 1	1
7	7	ARIF IHYA'ULUMUDDIN	22		_	i	i	1	1	_	i
8	8	DIMAS LINTANG	19	_	_	ī	ī	ī	ī	1	ī
9	9	DINA PUTRITA SAPTA	10	_	-	_	_	ī	=	ī	1
10	10	DONI EKA ARDIYANTO	23	-	-	1	1	-	1	1	1
11	11	DWI KRISTIONO S	24	-	-	1	-	-	1	1	1
12 13	12	DYAH FATIN NURJANNAH	12	-	-	-	-	1	-	1	1
14	13 14	EXSEL BURHAM PANGESTU FIRMAN TRI WAHYUONO	17 22			1	1	1	1	1	-
15	15	HERDIYANTI KRISMONICA	20		1	i	i	i	i	i	
16	16	IKA PURWANINGSIH	19	_	-	ī	ī	-	-	-	1
17	17	KARTINI RAHMA K	22	-	-	1	1	-	1	1	1
18	18	MUH BERDY SETYAWAN	16	-	-	1	1	-	1	1	1
19	19	MUHAMMAD HERLANGGA	14	-	-	1	-	-	1	-	1
20 21	20 21	MUH VARREL B A NANDA SATRIA V	22 17	1	_	ī		ī	ī	1	1
22	22	TIARA PRADISA HARAHAP	25	ī		i		-		i	- 2
23	23	BURHAN TAUFIK	23	-	_	ī	_	1	1	-	1
24	24	BURHAN YUSWANTYO N	29	-	-	1	-	1	1	1	-
25	25	EDITA PRIMADANI	25	-	-	-	-	1	1	1	1
26	26	FANI TRI HENDRAWAN	19	-	-	1	-	-	1	1	1
27 28	27 28	FARIZA EKA PUTRI INDRA RASENDRIYA	20 22			ī		ī	ī	1	1
29	29	KIRANA AZZAHRA	19	_	_	i	1	i	-	ī	i
30	30	MUHAMMAD ABDUR ROFIQ	28	1	-	ī	_	ī	1	ī	_
31	31	MEILIA EVA NUR HALIZA	15	-	-	-	-	1	-	1	1
32	32	MUH FARKHAN F	16	-	-	1	-	1	1	1	-
33 34	33	MUHAMMAD MUSTOFA	22	-	-	1	-	-	-	1	1
35	34 35	MUTIARA HIKMAH NUR A NADIA AMAIRANI A M	19 21		ī	1		1		1	ī
36	36	NADIA AMAIRANI A M	28	1	-	_	1	1	1	i	i
37	37	NOVITASARI WULANDARI	27	-	1	1	ī	ī	ī	ī	ī
38	38	PANDHU REVALDI	18	-	-	1	-	1	1	-	-
39	39	RAVICAVISTA	14	-	-	-	-	-	1	-	-
40 41	40 41	ROSITA SARI	17 22	_	_	ī	1	ī	1	1	1
42	42	SALSABILA FITRIMALDA K SATRIYO K G T A	26	_	-	i	i	i		i	i
43	43	SHINTA NURROHMAN	30	_	_	i	-	i	1	ī	i
44	44	ALI HUMAIDI	19	-	-	1	1	-	_	-	-
45	45	AMALIA HUSNA NUR F	28	-	-	1	1	1	-	1	1
46	46	ANDYTA NUR OKTAVIANA	16	1	-	-	-	-	-	-	-
47	47	ARCHAN JULIAN S	27	-	-	1	1	1	1	- 1	1
48 49	48 49	ARDIAN MALIK ARISKA NUR R	27 26	-	-		i	ī	-	1	i
50	50	BELLA TARMIZI	19			1	i	i	1	-	i
51	51	BOGI DWI PRASETYO	23	_	-	1	-	1	-	_	-
52	52	BURHANUDDIN GALIH P	16	-	-	1	-	1	-	-	1
53	53	FADILA RIFKA M	27	-	-	1	1	1	-	1	1
54	54	GALANG R S	30 24	1	_	-	1	1	1	1	1
55 56	55 56	INDAH TRI PERMATASARI INDRIYANA	30	ī			i	i	i	1	ī
57	57	ISNAN KURNIADI	26	-	-	-	ī	ī	ī	1	ī
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		ANATES_SKRIPSI_N			DATA	4					
58	58	MARHARBAN ROMADHONA	32	1	-	-	1	1	-	1	1
59 60	59 60	MUHAMMAD ARIQ H MUHAMMAD IRFAN SYAH A	31 29	1			1	1		1	1
61	61	PRADNYA PARAMITHA K	30	1			i	i	- 2	i	1 1 1
62	62	MUHAMMAD RENDY P H	29	-	_	_	ī	ī	_	ī	ī
63	63	RIVAN ADITYAWAN	29	1	-	-	1	1	1	1	1
Nomor	Nomor	No. Butir Baru>	Skor	17	18	19	20	21	22	23	24
Urut	Subyek	No. Butir Asli>	SKUI	17	18	19	20	21	22	23	24
0.00	out, en	Nama Subyek Kunci ->		C	Α	Č	Ā	D	В	D	D
1	1	AGUNG KURNIAWAN	24	1	1	-	-	-	1	1	1
2	2	AMELIA WAHYUNINGTYAS	12	-	-	-	-	-	-	-	1
2 3 4	3	ANANDA NAFRAH F M ANDARA AGUSTINA	13 20	1	1	1	ī	1	-		1
	5	ANDRIAN AGUS KUSUMA	18	i	i	i	-	-			i
5 6 7 8	6	ANINDHITA SARASWATI	17	_	1	ī	1	1	1	-	-
7	7	ARIF IHYA'ULUMUDDIN	22	1	1	1	-	1	1	-	-
8	8	DIMAS LINTANG	19	1	1	1	-	-	-	-	1
9 10	9 10	DINA PUTRITA SAPTA	10 23	1	-	-	_	1	1	-	1
11	11	DONI EKA ARDIYANTO DWI KRISTIONO S	24	i	ī	ī		1	i		1 1 1
12	12	DYAH FATIN NURJANNAH	12	-	-	-	_	î	-	_	i
13	13	EXSEL BURHAM PANGESTU	17	1	-	1	_	ī	1	-	_
14	14	FIRMAN TRI WAHYUONO	22	1	1	1	-	1	1	-	-
15	15	HERDIYANTI KRISMONICA	20	1	1	1	1	-	-	-	-
16 17	16 17	IKA PURWANINGSIH KARTINI RAHMA K	19 22	1	1	1	1	1	1		1
18	18	MUH BERDY SETYAWAN	16	-	-	-		i	1	1	-
19	19	MUHAMMAD HERLANGGA	14	_	_	_	_	-	ī	ī	_
20	20	MUH VARREL B A	22	1	1	1	-	1	1	-	1
21	21	NANDA SATRIA V	17	1	-	-	-	1	1	1	1 1 1 -
22	22	TIARA PRADISA HARAHAP	25 23	1	1	1	1	1	-	-	1
23 24	23 24	BURHAN TAUFIK BURHAN YUSWANTYO N	29	i	i	1	i	1	1	ī	ŧ
25	25	EDITA PRIMADANI	25	-	i	-	-	-	i	-	-
26	26	FANI TRI HENDRAWAN	19	-	1	-	-	1	1	-	
27	27	FARIZA EKA PUTRI	20	1	1	1	1	1	1	-	1 1 1
28	28	INDRA RASENDRIYA	22 19	1	1	1	-	1	-	-	1
29 30	29 30	KIRANA AZZAHRA MUHAMMAD ABDUR ROFIQ	28	i	1	ī	-	1	ī		-
31	31	MEILIA EVA NUR HALIZA	15	ī	ī	-	1	i	-		1
32	32	MUH FARKHAN F	16	1	-	-	_	1	1	-	_
33	33	MUHAMMAD MUSTOFA	22	1	1	-	-	1	1	1	-
34	34	MUTIARA HIKMAH NUR A	19	-	-	-	-	1	1	-	-
35 36	35 36	NADIA AMAIRANI A M NADIAH NUR ANNISA	21 28	1	1	1	1	1	1	ī	1
37	37	NOVITASARI WULANDARI	27	i	i	i	i	i	i	-	i
38	38	PANDHU REVALDI	18	ī	-	-	-	ī	ī	-	1
39	39	RAVICAVISTA	14	-	-	1	1	_	1	-	1
40	40	ROSITA SARI	17	1	-	-	-	1	1	-	
41 42	41 42	SALSABILA FITRIMALDA K SATRIYO K G T A	22 26	1	1	1	1	1	-	_	-
43	43	SHINTA NURROHMAN	30	i	i	i	i	i	1		1 1 1
44	44	ALI HUMAIDI	19	ī	1	1	ī	ī	-	_	ī
45	45	AMALIA HUSNA NUR F	28	1	1	1	_	1	1	-	
46	46	ANDYTA NUR OKTAVIANA	16	1	-	-	-	1	1	-	-
47	47	ARCHAN JULIAN S	27	1	1	1	1	1	1	1	1
48 49	48 49	ARDIAN MALIK ARISKA NUR R	27 26	i	i	1	1	i	i	-	1 1 1
50	50	BELLA TARMIZI	19	-	1	1	-	i	i	_	ī
51	51	BOGI DWI PRASETYO	23	1	ī	1	-	-	1	_	-
52	52	BURHANUDDIN GALIH P	16	1	-	1	-	-	1	-	-
53	53	FADILA RIFKA M	27	1	1	1	1	1	1	-	1
54 55	54 55	GALANG R S INDAH TRI PERMATASARI	30 24	1	1	1	1	1	ī	1	1
56	56	INDRIYANA	30	i	i	1	i		i	1	1 1 1 1
57	57	ISNAN KURNIADI	26	ī	ī	ī	=	1	=	-	=
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58 59 60 61 62 63	58 59 60 61 62 63	ANATES_SKRIPSI_N MARHARBAN ROMADHONA MUHAMMAD ARIQ H MUHAMMAD IRFAN SYAH A PRADNYA PARAMITHA K MUHAMMAD RENDY P H RIVAN ADITYAWAN	32 31 29 30 29 29	SKOR 1 1 1 - 1	DATA 1 1 1 1 1	1 1 1 1 1	1	1 1 1 1 1	1 1 1 1	1 1 1 1 1	1 1 1 1 1
62	62	MUHAMMAD RENDY P H	29		1	1	-	1		1	1
52 53 54 55 56 57	52 53 54 55 56 57	BURHANUDDIN GALIH P FADILA RIFKA M GALANG R S INDAH TRI PERMATASARI INDRIYANA ISNAN KURNIADI	16 27 30 24 30 26	1 1 1 1 1 1	1 1 1 1	1 1 1 1 1	1	1 1 1 1 1		1 1 1 1	1 1 1 1
		Pag	e 4								

58 59 60 61 62 63	58 59 60 61 62 63	ANATES_SKRIPSI_N MARHARBAN ROMADHONA MUHAMMAD ARIQ H MUHAMMAD IRFAN SYAH A PRADNYA PARAMITHA K MUHAMMAD RENDY P H RIVAN ADITYAWAN	0VITA_9 32 31 29 30 29 29	1 1 1 1 1 1	DATA 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1	1 1 1 1 1	1	1 1 1 1	1 1 1 1
Nomor Urut	Nomor Subyek	No. Butir Baru> No. Butir Asli>	Skor	33 33	34 34	35 35	36 36	37 37	38 38	39 39	40 40
1	1	Nama Subyek Kunci -> AGUNG KURNIAWAN	24	1	E	c	c	E	E 1	C 1	c
2	2	AMELIA WAHYUNINGTYAS	12	-	_	_	1	_	i	-	_
3 4	3	ANANDA NAFRAH F M	13	-	-	-	1	-	1	-	-
	4 5	ANDARA AGUSTINA ANDRIAN AGUS KUSUMA	20 18		1				1	ī	1
5 6 7	6	ANINDHITA SARASWATI	17	- 2	i				-	-	ī
7	7	ARIF IHYA'ULUMUDDIN	22	-	1	-	-	-	1	1	1
8	8	DIMAS LINTANG	19	1	-	-	1	-	-	1	-
9 10	9 10	DINA PUTRITA SAPTA DONI EKA ARDIYANTO	10 23	ī	-	1	1	ī	ī	ī	ī
11	11	DWI KRISTIONO S	24	i	_	-	_	ī	i	ī	-
12	12	DYAH FATIN NURJANNAH	12	_	-	-	1	1	-	-	-
13 14	13 14	EXSEL BURHAM PANGESTU	17 22	-	-	-	-	-	1	1	1
15	15	FIRMAN TRI WAHYUONO HERDIYANTI KRISMONICA	20						i	i	1
16	16	IKA PURWANINGSIH	19	-	-	1	-	-	ī	-	-
17	17	KARTINI RAHMA K	22	-	-	-	-	-	1	1	1
18 19	18 19	MUH BERDY SETYAWAN MUHAMMAD HERLANGGA	16 14						1	1	1
20	20	MUH VARREL B A	22	_	_	1	1	1	1	-	i
21	21	NANDA SATRIA V	17	-	-	-	-	1	1	-	-
22	22	TIARA PRADISA HARAHAP	25	-	1	1	-	1	1	-	1
23 24	23 24	BURHAN TAUFIK BURHAN YUSWANTYO N	23 29	ī	ī	1	1	1	1	1	ī
25	25	EDITA PRIMADANI	25	i	-	i	i	i	i	i	i
26	26	FANI TRI HENDRAWAN	19	-	-	-	-	-	1	1	-
27	27	FARIZA EKA PUTRI	20	-	-	-	-	1	-	1	-
28 29	28 29	INDRA RASENDRIYA KIRANA AZZAHRA	22 19	*		ī	- 2	1		ī	ī
30	30	MUHAMMAD ABDUR ROFIQ	28	-	-	ī	-	1	1	ī	1
31	31	MEILIA EVA NUR HALIZA	15	-	-	-	-	-	-	-	1
32 33	32 33	MUH FARKHAN F MUHAMMAD MUSTOFA	16 22	1	-	1		1		1	1
34	34	MUTIARA HIKMAH NUR A	19	i	_	i	1	ī	_	ī	i
35	35	NADIA AMAIRANI A M	21	1	-	1	1	1	-	1	1
36	36	NADIAH NUR ANNISA	28	-	-	1	-	1	1	1	1
37 38	37 38	NOVITASARI WULANDARI PANDHU REVALDI	27 18	ī	1	1		1	1	1	1
39	39	RAVICAVISTA	14	-	1	_	_	ī	ī	1	ī
40	40	ROSITA SARI	17	-	1	1	1	1	-	-	1
41 42	41 42	SALSABILA FITRIMALDA K SATRIYO K G T A	22 26		1	1	1	1 1 1 1	ī	-	1 1 1 1 1 1 1 1 1 1
43	43	SHINTA NURROHMAN	30	_	1	1	1	i	i	1	i
44	44	ALI HUMAIDI	19	-	-	-	1	-	-	1	1
45	45	AMALIA HUSNA NUR F	28	1	-	1	-	1	-	1	1
46 47	46 47	ANDYTA NUR OKTAVIANA ARCHAN JULIAN S	16 27	-	1			1			ŧ
48	48	ARDIAN MALIK	27	1	i	1	_	_	_	1	1
49	49	ARISKA NUR R	26	-	-	1	-	1	-	1	1
50 51	50 51	BELLA TARMIZI	19 23	ī	_	1	ī	1	1	1	ī
52	52	BOGI DWI PRASETYO BURHANUDDIN GALIH P	16	-	1	ī	-	i	-	i	-
53	53	FADILA RIFKA M	27	_	ī	1	-	-	-	-	1
54	54	GALANG R S	30	-	-	1	1	1	1	1	1 1 1
55 56	55 56	INDAH TRI PERMATASARI INDRIYANA	24 30	-	ī	1	1	1	-	1	1
57	57	ISNAN KURNIADI	26	ī	-	i	- 2	i	ī	ī	1
	-			_		_		_	_	_	_
Page 5											

APPENDIX 4

Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR WILAYAH KEMENTERIAN AGAM DAERAH ISTIMEWA YOGYAKARTA

Jalan Sukanandi 8 Telepon, (0274) 513492, 516030, Faksimile 556744, Yogyakarta 55166

SURAT IJIN

Nomor:

2550 /Kw.12.2/5/PP.03.07/09/2016

Berdasarkan Surat Wakil Dekan I Fakultas Dakwah dan Komunikasi Universitas Negeri Yogyakarta Nomor : 1574/UN34.18/LT/2016 tanggal 8 September 2016 perihal Ijin Penelitian.

Diijinkan untuk melakukan kegiatan mencari data untuk penelitian dalam rangka penyusunan Skripsi kepada :

Nama

: Novita Isnaini

NIM Jurusan/Prodi : 201510104265 : Pendidikan Akuntansi (Internasional) S1

Fakultas/program : Ekonomi

lokasi

: MAN Yogyakarta 2

Penelitian

Waktu Penelitian : 12 sampai dengan 30 September 2016

Judul Skripsi

: AMALISIS BUTIR SOAL ULANGAN KENAIKAN KELAS SEMESTER GENAP EKONOMI AKUNTANSI KELAS XI IPS DI MAN 2 YOGYAKARTA TA 2015/2016

Dengan Ketentuan

1. Tidak mengganggu Kegiatan Belajar Mengajar di lokasi (Madrasah);

2. Wajib mentaati ketentuan yang berlaku di lokasi;

3.Ijin yang diberikan dapat dibatalkan apabila tidak memenuhi ketentuan yang berlaku;

4.Setelah selesai penelitian harap menyampaikan laporan tertulis ke Kantor Wilayah Kementerian Agama D.I. Yogyakarta.

Akhmad

Yogyakarta, 13 September 2016 a.n. Kepala

Repala Bidang Pendidikan Madrasah u.b. Kasa Welembagaan dan SIM

Tembusan

1. Kepala Kanwil Kemenag DIY 2. Wakil Dekan I Fakultas Ekonomi UNY

3. Kepala MAN Yogyakarta 2

PERSYARATAN YANG HARUS DITEMPUH BILA MELAKUKAN PENELITIAN DI MAN YOGYAKARTA II

- Membawa surat permohonan izin untuk melakukan penelitian di MAN Yogyakarta II 1.
- Melampirkan proposal lengkap berisi:
 - Lembar persetujuan dosen pembimbing
 - Surat izin meneliti dari kampus dan dari Kemenag/Bappeda DIY
 - Instrument penelitian yang akan digunakan dan telah disetujui dosen pembimbing
- Penelitian baru dilaksanakan setelah memperoleh surat izin penelitian dari MAN Yogyakarta II
- Bersedia menyerahkan sumbangan buku untuk Perpustakaan MAN Yogyakarta II senilai :
 - Rp. 100.000,- untuk peneliti jenjang S-1
 - Rp. 150.000,- untuk peneliti jenjang S-2
 - Rp. 200.000,- untuk peneliti jenjang S-3

Sumbangan diserahkan kepada Kepala Perpustakaan dalam wujud buku, Tidak diperkenankan menyerahkan sumbangan dalam wujud uang.

- Bersedia mengikuti peraturan MAN Yogyakarta II, meliputi tatacara berpakaian dan pergaulan
- Untuk penelitian yang memerlukan guru MAN Yogyakarta II sebagai kolaborator atau reviewer, agar membuat/menyerahkan piagam/surat keterangan telah me-review atau telah menjadi
- Setelah pengambilan data selesai, agar menyusun artikel berisi ringkasan data hasil penelitian yang diserahkan pada Wakamad Bidang Kurikulum

PERSYARATAN YANG HARUS DITEMPUH BILA MELAKUKAN OBSERVASI/WAWANCARA TUGAS KULIAH DI MAN YOGYAKARTA II

- Membawa surat permohonan izin untuk melakukan observasi/wawancara tugas kuliah di MAN Yogyakarta II
- Membawa surat pengantar dari kampus/dosen pembimbingnya masing-masing
- Observasi baru dilaksanakan setelah memperoleh surat izin dari MAN Yogyakarta II
- Bersedia mengikuti peraturan MAN Yogyakarta II, meliputi tatacara berpakaian dan pergaulan
- Bersedia menyerahkan sumbangan tanaman hias senilai minimal Rp. 50.000,- per orang kepada Tim Adiwiyata MAN Yogyakarta II. Sumbangan harus diserahkan kepada Wakamad Bidang Sarana Prasarana dalam wujud tanaman. Tidak diperkenankan menyerahkan sumbangan dalam wujud uang.
- Untuk tugas kuliah yang memerlukan guru MAN Yogyakarta II sebagai kolaborator atau reviewer, agar membuat/menyerahkan piagam/surat keterangan telah me-review atau telah menjadi kolaborator

Kepala MAN Yogyakarta II

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