

ABSTRAK

NORMA CHUNNAH ZULFA: Manajemen Kurikulum Madrasah Aliyah Program Keagamaan MAN 1 Surakarta. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.

Penelitian ini bertujuan untuk mengungkap tentang manajemen kurikulum yang dilaksanakan oleh madrasah aliyah program keagamaan MAN 1 Surakarta mencakup perencanaan, pelaksanaan, dan evaluasi kurikulum serta kendala manajemen kurikulum.

Penelitian ini menggunakan metode kualitatif pendekatan studi kasus yang dilaksanakan di MAPK MAN 1 Surakarta. Subjek penelitian terdiri dari kepala madrasah, wakil kepala madrasah program keagamaan, pembina asrama, dan guru. Objek penelitian meliputi kegiatan pembelajaran, kegiatan asrama, dan kondisi sekolah. Pengumpulan data menggunakan metode wawancara, pengamatan, dan analisis dokumen. Instrumen penelitian adalah peneliti dan pedoman wawancara, observasi dan analisis dokumen. Keabsahan data dilakukan dengan uji *credibility*, *transferability*, *dependability*, dan *confirmability*. Analisis data yang digunakan adalah analisis interaktif Miles-Huberman terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa perencanaan kurikulum dilakukan melalui workshop berpedoman pada kurikulum nasional, pengembangan keunggulan lokal, dan adaptasi sistem pondok pesantren berupa penguasaan ilmu agama islam, pengembangan kemampuan bahasa arab dan inggris, serta kajian kitab yang diajarkan menggunakan bahasa arab. Pelaksanaan kurikulum MAPK terdiri dari pembelajaran pagi, tutorial sore hari, tahfidzul qur'an, kegiatan asrama, pengembangan bahasa arab dan inggris, serta kegiatan ekstrakurikuler. Evaluasi kurikulum dilakukan untuk menilai hasil belajar siswa, dilaksanakan dalam bentuk ujian semester, ujian madrasah dan ujian nasional menggunakan bahasa arab, baik untuk muatan kurikulum nasional maupun muatan kurikulum lokal. Faktor-faktor yang menjadi kendala manajemen kurikulum MAPK antara lain: modul program keagamaan belum baku dan kitab *muqorror*/buku diktat kurang sistematis; kurangnya ketelatenan guru membuat perangkat pembelajaran dan penguasaan teknologi komputer dalam membuat media belajar yang menarik; sarana prasarana yang belum memadai/minim; masalah kedisiplinan siswa-siswi MAPK dalam mengikuti pembelajaran; padatnya kegiatan sekolah, asrama, dan organisasi mengurangi fokus belajar anak; dan kemampuan bahasa anak yang belum mampu memahami teks secara keseluruhan.

Kata kunci: *manajemen kurikulum, program keagamaan*

ABSTRACT

NORMA CHUNNAH ZULFA: *The Curriculum Management of The Islamic Religious Program of MAN 1 Surakarta. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2013.*

This research aimed to reveal the curriculum management of islamic religious program of MAN 1 Surakarta consisting of curriculum planning, implementation, evaluation, and the obstacle of curriculum management.

This research used the qualitative method case study approach and was conducted in MAPK MAN 1 Surakarta. The subjects were the principal, vice principal for the islamic religious program, dormitory advisors, and teachers. The objects were teaching process, dormitory's activities, and the condition of the school. The data were collected through interviews, observations, and documents analysis. The research instrument was the researcher herself and interview, observation, and document analysis guide. The validity of the data was reached through credibility, transferability, dependability, and confirmability test. The data were analyzed using Miles-Huberman's interactive model of analysis consisting of data reduction, data display, and conclusion drawing.

The results show that the curriculum planning held through workshop based on the national curriculum, local excellent development and islamic boarding school system adaptation consisting of islamic knowledge mastery, arabic and english language skills development, islamic book review that taught using arabic language. The curriculum implementation consisting of morning classes, tutorial, memorizing the holy qur'an, dormitory's activities, arabic and english language skills development, and extracurricular activities. The curriculum evaluation held for assessing student learning result through half year exams, school exams, and national exams using arabic language for national and local curriculum contents. The obstacle of curriculum management at MAPK includes the non standardized module of islamic religious program, the unsystematic handout, the lack of teacher conscience in making teaching sets and inability to use computer technology for making interesting media, the minimum facilities, the crowded activities which reduces students' focus on study, students' inability to understand the texts completely.

Keywords: *the curriculum management, islamic religious program.*