

ABSTRAK

Edi Junaedi (2018), **IMPLEMENTASI KURIKULUM ISMUBARISTIK DI SEKOLAH DASAR MUHAMMADIYAH 7 BANDUNG**

Penelitian ini dilatarbelakangi Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter (PPK), pentingnya pendidikan karakter di usia Sekolah dasar dan juga oleh sekolah yang mempunyai kurikulum kekhasanya tersendiri yaitu kurikulum ismubaristik yang berfokus pada pendidikan karakter peserta didik. Kurikulum ismubaristik akronim dari Al-Islam Kemuhammadiyah, Bahasa arab, Bahasa inggris dan Teknologi iInformasi dan komunikasi. Penelitian ini, berusaha melihat bagaimana implementasi kurikulum ismubaristik dimulai dari perencanaan, proses pembelajaran, penilaian, faktor pendukung dan kendala serta peran sekolah dan orang tua dalam mendukung kurikulum ismubaristik. Penelitian ini menggunakan pendekatan deskriptif, yang dimaksudkan untuk mendapatkan gambaran secara utuh terhadap fokus penelitian pada satu fenomena yang dipilih dan ingin dipahami secara mendalam. Teknik pengumpulan data dilakukan dengan observasi, wawancara dan studi dokumentasi. Penelitian ini dilakukan di Sekolah Dasar Muhammadiyah 7 Bandung dengan subjek penelitian studi dokumentasi adalah dokumen Kurikulum Ismubaristik, untuk wawancara adalah kepala sekolah serta guru Ismubaristik kelas 4, kelas 5 dan kelas 6. Untuk observasi dilakukan dengan mengamati seluruh kegiatan di sekolah mengenai kurikulum ismubaristik. Hasil penelitian menunjukkan perencanaan dalam kurikulum ini lebih sederhana dari kurikulum nasional yang penyusunannya dilaksanakan bersama-sama dengan guru per-level kelas setiap minggu, proses pembelajaran pendidikan karakter diintegrasikan dalam mata pelajaran Al-Islam Kemuhammadiyah, Bahasa arab, Bahasa inggris dan Teknologi informasi dan komunikasi yang dilaksanakan sesudah kegiatan belajar mengajar Kurikulum Nasional (intrakurikuler), pembiasaan-pembiasaan (membaca Al-Quran, sholat Dhuha dan kajian Keislaman) yang dilakukan sebelum kegiatan belajar mengajar kurikulum Nasional (kokurikuler) dan dalam kegiatan ekstrakurikuler. Penilaiannya meliputi penilaian sikap, pengetahuan dan keterampilan. Adanya faktor pendukung dan kendala, serta adanya peran sekolah dan orang tua dalam mendukung implementasi Kurikulum Ismubaristik.

Kata Kunci : Implementasi Kurikulum, Kurikulum Ismubaristik

ABSTRACT

Edi Junaedi (2018), THE IMPLEMENTATION OF ISMUBARISTIK CURRICULUM AT SD MUHAMMADIYAH 7 BANDUNG

The background of this research was The President's Decree of The Republic of Indonesia Number 87 issued in 2017 on Penguatan Pendidikan Karakter (Strengthening Character Education), that Character Education is a need for elementary students and for special schools with special characteristics; ismubaristik curriculum focusing on students' character development. Ismubaristik stands for Al-Islam Kemuhammadiyah, Arabic Language, English and Information and Communication Technology. This research tried to described how the planning, the learning process, evaluation and supporting factors and problems as well as the role of the school and the society in ismubaristik curriculum implementation. The researcher used descriptive research approach, aimed at describing the research focus on a phenomenon chosen to be deeply understood. The techniques of the data collection used were observation, interview and documentation. This research was conducted at SD Muhammadiyah 7 Bandung (one of Moslem School in Bandung). The documentation technique was focused on ismubaristik curriculum document, while the interviewed was done to principal and ismubaristik teachers teaching students in Grade 4, Grade 5 and Grade 6. The observation was focused to describing all school activities related to ismubaristik. The result of the research showed that the curriculum planning of ismubaristik is simpler than national curriculum of Indonesia which is set by involving teachers from all level conducted once a week, character education was integrated into Subjects such as Al-Islam Kemuhammadiyah, Arabic Language, English and Information and Communication Technology conducted in the school time based on national curriculum (intracurricular), habituations; Reading Al-Quran, Doing Dhuha Prayer and studying Islam done before school time based on national curriculum (co-curricular) and in extracurricular. The assessments consisted of affective assessment, cognitive assessment and psychomotor assessment, the supporting and obstructing factors and the role presence of school and society to support ismubaristik curriculum.

Keywords: Curriculum Implementation, Ismubaristik Curriculum