

**THE IMPLEMENTATION OF ISLAMIC RELIGIOUS
TEACHING CURRICULUM AT SEVENTH GRADE OF SMP N
8 PURWOKERTO**



**IAIN
PURWOKERTO**

THESIS

**Presented to Faculty of Tarbiya and Teacher Training as a
Partial Fulfillment of the Requirements for Undergraduate Degree in
Islamic Education (S.Pd)**

**By :
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

— Robert Frost



Dedication

With all the humility of your servant surrendered to the God of all gods,

it belongs to my mom and my

dad, because you are both everything

every foot step i take and every pray they always did,

the word full of advice, the act full of love

all the tears that fell down from their eyes

all mistakes that always forgiven

and all the things they did that will always never be repay

this your son who alwasy let you down fo so many times presents something that
so long to achive with full of love, respect and pray

For all my sister, you all have never been boring to drive me become better
person, all the anger that shows on your faces that always be a reminder for me
that i am not alone facing all obstacles, that anger faces is not to presure me down,
that is just again become a reminder to keep me stronger in future

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises and grateful to Allah that has bestowed His mercy and guidance until I can accomplish this Thesis punctually. Peace be upon him, the noble Prophet Muhammad and also to his family, companions, and Moslem community in this world, amen.

This script that entitles “*The Implementation of Islamic Religious Teaching Curriculum at Seventh Grade of SMP N 8 Purwokerto*” is the Thesis that has been proposed to Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto as a partial fulfillment of the requirements for Undergraduate Degree in Islamic Education (S.Pd).

During the arrangement of this Thesis and as long as the author learned in Education Department of State Institute of Islamic Studies Purwokerto, the author had gotten many direction, motivation, aid and guidance from many side. Thus, in this chance the author will convey the gratefulness and award as high as possible to the honorable:

1. Dr. H. A. Luthfi Hamidi, M.Ag, as Rector of State Institute of Islamic Studies Purwokerto.
2. Dr. H. Munjin, M. Pd.I, as the 1th Vice Rector of State Institute of Islamic Studies Purwokerto.
3. Drs. Asdlori, M. Pd. I, as 2nd Vice Rector of State Institute of Islamic Studies Purwokerto.
4. Dr. H. Supriyanto, Lc, M.S.I., as the 3rd Vice Rector of State Institute of Islamic Studies Purwokerto.

5. Dr. Kholid Mawardi, M. Hum, Dean of Faculty of Tarbiya and Teacher Training in State Institute of Islamic Studies Purwokerto.
6. The deceased Drs. Machfudin, M.Pd., my past academic advisor who has given and guided the author personally during studied in State Institute on Islamic Studies Purwokerto.
7. Donny Khoirul Aziz, M. Pd.I, the author's Academic Advisor who has given many guidance during the author studied in State Institute on Islamic Studies Purwokerto..
8. Dr. Suparjo, MA, The Advisor of the author's thesis who has given all best guidance on arranging this Thesis.
9. All lecturers of State Institute of Islamic Studies Purwokerto who has given the knowledge until the author could accomplish this Thesis.
10. All the academicans at State Institute of Islamic Studies Purwokerto.
11. To The Head Master, all the teachers and the staffs of SMP N 8 purwokerto for the guide while the author was doing the reasearch.
12. My best campanion at "Kontrakan As-Sadariyah", who always be so great and awesome, who have always been supporting me whenever happend to me, thank so much for you all guys.
13. All friends of PAI-4 academic year 2010, that always support and motivate in accomplishing this Thesis. May our friendship will go on and on, success for you all.
14. EASA, one of place that i will always remember, an awesome place and kind people in it.
15. All side and person in charge that have given the assistant, that cannot be written down one by one here, may God bless our struggle. Amen.

The author realizes that still many weaknesses in arranging this Thesis, the author submits all matter only to the God and beg for the building criticizes and suggestions of

Thesis that has been presented. May this Thesis will give the good significances for society commonly and for the author especially, amen.

Purwokerto, November 8 2017
The Author,



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THE IMPLEMENTATION OF ISLAMIC RELIGIOUS TEACHING CURRICULUM AT SEVENTH GRADE OF SMP N 8 PURWOKERTO

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ABSTRACT

The Implementation of Islamic Religious Teaching Curriculum is a set of curriculum that was based on principles of Islamic teaching. Islamic education is a conscious effort, structured, programmed and systematically in order to form a human character. PAI subject becomes a component that cannot be separated with other subjects that aim to form the moral and personality of good students. As a favorite school, SMP N 8 Purwokerto ran two curriculums at the same time, educational unit level curriculum (KTSP) and curriculum 2013. KTSP was used by this school administratively (an effect from returning back curriculum 2013 to KTSP in 2014-2015 of year academic), in the other hand curriculum 2013 was used in the learning activity in class by teachers. It was informed in a circular letter by head of The Education Departement and head office of The Ministry of Religion Affairs in Banyumas.

The problems of this research how is The Implementation of Islamic Religious Teaching in SMP N 8 Purwokerto?.

This type of research is field research which has the descriptive qualitative method with the location is SMP N 8 Purwokerto. The data collecting method which is used in this research are observation, interview, and documentation. Then, the analysis of data which is used in this study are the data reduction, data display, and conclusion drawing.

Based on the results of research, it could be concluded that in implementing the Islamic Religious Teaching Curriculum in SMPN 8 Purwokerto based on the components of the curriculum that was formulated by some experts were purposes of it at SMPN 8 Purwokerto, the materials were consisted in it at SMPN 8 Purwokerto, methods were implied by teachers in it at SMPN 8 Purwokerto and meaningful evaluation with a good assessment that is done by teachers at SMPN 8 Purwokerto. And the conclusion of it were ran a supposed to be and all components of curriculum were synergized together.

Key words: Implementation, curriculum, PAI

TABLE OF CONTENTS

PAGE OF TITLE.....	i
PAGE OF STATEMENT OF ORIGINALITY	ii
PAGE OF ENDORSEMENT	iii
PAGE OF OFFICIAL NOTE OF SUPERVISOR.....	iv
PAGE OF MOTTO.....	v
PAGE OF DEDICATION	vi
ACKNOWLEDGMENTS	vii
ABSTRACT	x
TABLE OF CONTENT	xiii
LIST OF TABLE.....	xiv
LIST OF PICTURE	xv
LIST OF APPENDIX	xvi
CHAPTER I INTRODUCTION.....	1
A. Background research	1
B. Operational Definition	7
C. Formulation of Research Problems	9
D. Purpose and Benefits of Research	9
E. Books Research	11
F. Systematic of Writing Research	12
CHAPTER II THE IMPLEMENTATION OF ISLAMIC RELIGIOUS TEACHING CURRICULUM IN JUNIOR HIGH SCHOOL.....	14
A. Curriculum.....	14
1. Definition of curriculum	14
2. Component of curriculum	17
3. Curriculum Function	21

4. Curriculum in indonesia	22
B. Islamic Religious Teaching Curriculum.....	32
1. Islamic Religious Teaching Curriculum	
Definition	32
2. Basic Implementation of Islamic Education Curriculum	25
3. The Implementation of Islamic Religious Teaching's Curriculum	34
C. Teaching process.....	36
1. Teaching process definition	36
2. Teaching process component	37
3. The activity in teaching process.....	38
D. Evaluation in curriculum.....	39
1. Curriculum evaluation definition.....	39
2. Curriculum evaluation purpose and function.....	41
3. Curriculum evaluation principal	44
CHAPTER III RESEARCH METHOD	45
A. Type of the Research	45
B. Research subject, object and location.....	47
C. Data collecting method	49
D. Data analysis technique	51
CHAPTER IV THE MODEL OF ISLAMIC RELIGIOUS TEACHING CURRICULUM AT SEVENTH GRADE OF SMP N 8 PURWOKERTO.....	53
A. The Profile of SMP N 8 Purwokerto	53
B. Overview of KTSP at SMP N 8 Purwokerto	56
C. The Implementation Islamic Religious Teaching Curriculum.....	58
D. Data analysis	74

CHAPTER V CLOSING	92
A. Conclusion	92
B. Suggestion	93
C. Closing Remarks.....	94

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



LIST OF TABLE

1. Table 1 Teachers' Condition
2. Table 2 Students' Condition
3. Table 3 Standard Competence and Base Competence
4. Table 4 lesson plans



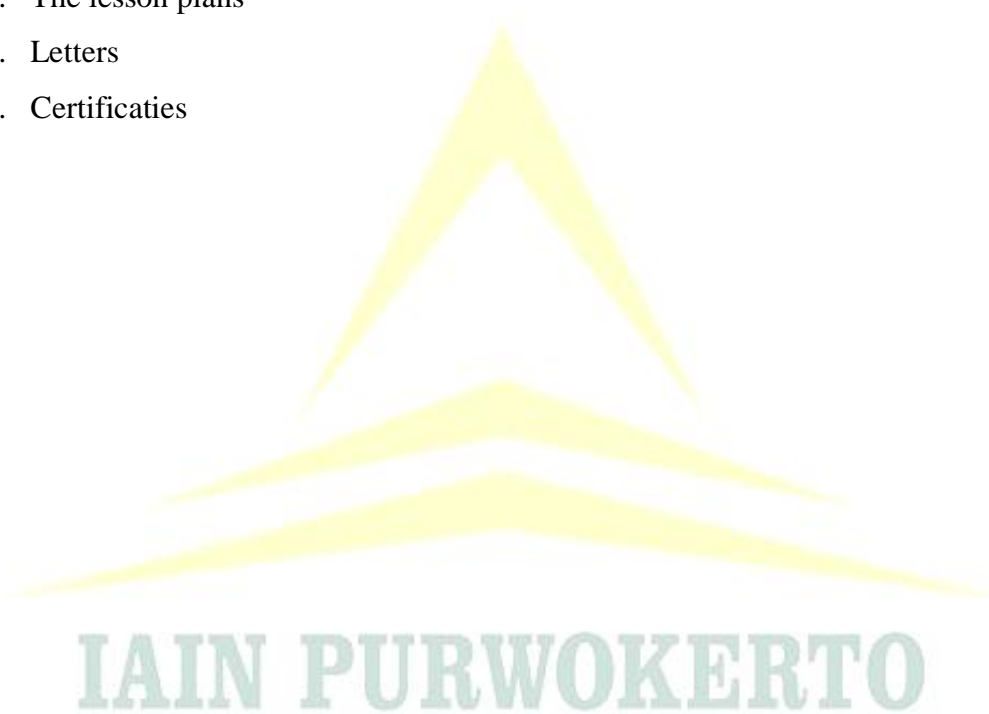
LIST OF PICTURE

1. Picture 1;The presentation of learning activity 1;Students were presentating about the history of our prophet Muhammad SAW.
2. Picture 2;The presentation of learning activity 2; Students were presentating about the history of our prophet Muhammad SAW.
3. Picture 3;The practice of jama' and qashar pray; Every each of student were practicing the jama' and qashar pray after they learned the theories before.
4. Picture 4; student were using mapping method when explaining Apply reading law of noon sakinah / tanwin and mim sakinah.
5. Picture 5; students were using the presentation method when explaining Increase the faith in angels.
6. Picture 6; still student were using a presentation method when explaining Increase the faith in angels

IAIN PURWOKERTO

LIST OF APPENDICES

1. List of teacher of SMP N 8 Purwokerto
2. Interview Guider
3. Observation Guider
4. The documentation photos
5. The list of standard competence and competence base in semester 2 for seventh grade.
6. The lesson plans
7. Letters
8. Certificaties



CHAPTER I

INTRODUCTION

A. Background Research

Education is an integral part of the national development. The education process cannot be separated from the development process itself, and education itself is a system and the way to improve the quality of human life in all aspects. In the history of humankind, there are almost no group of people who do not use education as a tool to improve the quality of the human life. An education is just like a health, it is including the basic needs that must be met in every human being in his life. Education is a conscious effort that is needed for the establishment of humankind in order to support its role in the future. Therefore, education is a cultural process that raise the dignity of human life all the time. Thus, the education plays a decisive human existence and development.¹

In the National Act 1945 article 31 verse 3, the government should manage and organize the education system which enhances faith and piety and noble character in educating of nation life. The purpose of the national education as mentioned in article 3 of Law No. 20 of 2003 on the national education system to the development of students potential are to become a

¹ Nik Haryati, *Pengembangan Kurikulum Pendidikan Agama Islam*, (Bandung, ALFABETA, 2011), Pg. iii.

human faith and fear of God almighty one, noble, healthy, knowledgeable, capable, independent creative and be a democratic and responsible citizens.²

From the explanation above it can be concluded that results or outputs of education are the formation of a person's intelligence and skills that can be useful for him, society, nation, and state. Therefore education becomes something important, not just for an individual but also the community, the nation and the state, and therefore the quality of education must be developed systematically by the government.

Orientation of education always changes and evolves in accordance with people's lives. Indonesia as a developing country and society concerns to directing the education, to providing excellent human resources in the development process and forming a man of faith and fear of God.³ In the educational process, the curriculum is one of the tools to achieve educational purposes, as well as a learning guide to all types and levels of education.⁴ Without a suitable and appropriate curriculum will be difficult to achieve desired educational purposes. As an important tool to achieve the purposes, the curriculum should adapt to the rapid changing times, sciences, and technologies.⁵

The development of curriculum as a discipline today grows very rapidly, both theoretically and practically. If the traditional curriculum is

² Nik Haryati, *Pengembangan Kurikulum*, Pg, iii.

³ Nik Haryati, *Pengembangan Kurikulum*, Pg, iv.

⁴ Zainal Arifin, *Konsep Dan Model Pengembangan Kurikulum*, (Bandung, Rosda Karya, 2012), Pg, 1.

⁵ Nik Haryati, *Pengembangan Kurikulum*, Pg, 1.

focused more on subjects with a pouring delivery system, now the curriculum is more oriented to new dimensions, such as life skill, self-development, politics and even in practice has touched the technological dimension, especially information and communication technology. The curriculum discipline should open itself to external forces that can influence and determine the direction and intensity of the curriculum development process.⁶

Islamic education is a conscious effort, structured, programmed and systematically in order to form a human character. Humans who want to be formed by Islamic education must meet four competencies:⁷

The first, is must be an Islamic personality, Second is a must to mastering islamic *s\aqafah*, third is a man who mastered the science of life (Science and Technology), four is human beings who have the skills and expertise to assume the mandate and responsibilities that assigned to him as the Caliph of Allah.

In achieving education requires various factors or elements that pushed it, especially curriculum which is applied or used. Curriculum has a central position in the whole process of education. Curriculum directs all forms of education activity in order to achieve the education goals. The curriculum is also an education plan; providing guidance and a handle on the type, scope and sequence of content and process of education. Curriculum in

⁶ Zainal Arifin, *Konsep dan Model*, Pg, iii.

⁷ Nik Haryati, *Pengembangan Kurikulum*, Pg, iv.

the school system is a plan that provides guidance or handle in the process of teaching and learning activities.⁸

In practice itself, Islamic religious teaching curriculum is developed based on the following principles:

- 1) The principle of a perfect link with religion, including the teachings and values itself.
- 2) The principle of a universal on the purposes and contents in the curriculum, which includes the goal of fostering faith, intellect and physical, and other things that benefit the for community in the development of spiritual, cultural, social, economic, political including religious sciences and etc.
- 3) The principle of relative balance between the objectives and content of the curriculum.
- 4) The principle of link between the talents, interests, abilities and needs of students.
- 5) The principle of maintenance of individual differences among students, both in terms of interests and talents.
- 6) The principle in receiving developments and changes according to the times and places.
- 7) The principle of link between the various subjects with the experiences and activities contained within the curriculum.⁹

⁸ Nik Haryati, *Pengembangan Kurikulum*, Pg, v.

⁹ Nik Haryati, *Pengembangan Kurikulum*, Pp, v-vi.

SMP N 8 Purwokerto as one of the most favorite junior high school in the Purwokerto has a school vision as follows; “UNGGUL DALAM PRESTASI BERDASARKAN IMTAQ, IPTEK, DAN SENI”, that means this school concerns how to make the student becomes a good student who can implement their ability not only in general lesson, but also in the religion lesson.

In the process of teaching and learning at SMPN 8 Purwokerto in Islamic Religious Teaching's subject, the school used Educational Unit Level Curriculum (KTSP) administratively, but its implementation in teaching and learning activities in classroom was using curriculum 2013. As we knew that curriculum 2013 had returned back to KTSP, with it happened almost all school in Indonesia followed the policy which was imposed by The Ministry of Education and Culture. Although this school is not appointed as a pilot project school from the government, SMP N 8 Purwokerto becomes one of many schools in Indonesia that could be able to implement Curriculum 2013 for Islamic Religious Teaching, as a circular letter that is informed by the head of The Education Department and The Head Office of The Ministry Regency Religion Banyumas number: 423.5 / 802/2015, number: Kd. 11. 02/4 / PP.00 / 33/2015 on the implementation of the curriculum in 2013 Islamic religious education in schools.

As the school of superior PAI's program in Purwokerto, this school has many differences in the Islamic Religious Teaching subject that is conducted in the classroom. Besides different curriculum that is used, this

school also integrates the values IMTAQ into student's daily activities in school, such as saying a greeting to every teacher they met with, performing *d}uh}a* praying (student's concious), performing *z}uhur* praying together.

Curriculum 2013 was returned back to Educational Unit Level Curriculum there are a lot of problems were happened to schools in Indonesia and it also happened in this school. Adjustment in many apsects in the school such a subject materials, student readiness, reduction of learning time and many more.

This thesis discussed and focused to the intra -curricular curriculum activities related to the Islamic Religious Teahing's subjects during the learning process and discussed the KTSP's curricullum consists of implementation and evaluation processes.

Based on the explanation aforementioned, the research title of this thesis is "THE IMPLEMENTATION OF ISLAMIC RELIGIOUS TEACHING CURRICULUM AT JUNIOR HIGH SCHOOL 8 PURWOKERTO".

B. Operational Definition

To wording off misconception in thesis title's interpretation by readers, so writer has give definition about apprehension and those terms as follow:

1. The Implementation

Simply implementation can be interpreted such an execution and practice. Majone and Wildavsky (1993) as cited by Syafruddin Nurdin and Basiruddin Usman said that the implementation is the expansion of the activities that are adjusting. Another notion put forward by Schubert (1986) as cited by Syafruddin Nurdin and Basiruddin Usman that the implementation is an engineering system, these definitions showed that the word came down implementation activity for action, action or mechanism of a system. The locution mechanism connote that implementation is not just activity, but a planned activity that is carried out seriously based on reference norms to achieve the activity purpose.¹⁰

Implementation is an application of the idea, policy concept or an innovation in a practical action to give an effect, in the form of changes in knowledge skills or values and attitudes.¹¹

2. Islamic Religious Teaching Curriculum

Before knowing the meaning of the implementation of Islamic religious teaching curriculum so firstly the author discussed what curriculum itself is. In the text book that was written by John Franklin Bobbitt (1918) said that, curriculum as an idea, has its roots in the latin word for race-course, explaining the curriculum as the course of deeds and

¹⁰ Syafruddin Nurdin dan Basyiruddin Usman, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta, Ciputat Press, 2002), Pg, 70.

¹¹ E Mulyasa, *Managemen Berbasis Sekolah Implementasi*, (Bandung, Remaja Rosdakarya, 2003), Pg, 93.

experiences through which children become the adults they should be, for success in adult society".¹²

Actually the definition of Islamic religious teaching curriculum is not too far different with the general curriculum, the difference is only at the subject source itself. As expressed by Abdul Majid in his Islamic religion Competency-Based Learning, said that the Islamic religious teaching curriculum is the formulation of purposes, materials, methods and evaluation of education which is based on the teachings of Islam.

So, based on the explanation above it is meant by the implementation of Islamic Religious Teaching Curriculum is a conscious effort of teacher and school itself in implementing it that has been carried out at the SMP N8 Purwokerto.

3. SMP N 8 Purwokerto

SMP N 8 Purwokerto is one of education institutes under the auspices of The Ministry of Education and Culture. This Education Institute is in the area of Purwokerto, exactly at street Captain Pierre Tendean No.36 East Purwokerto.

So, based on the explanation above it is meant by the implementation of Islamic Religious Teaching Curriculum at SMP N 8 Purwokerto Academic of period 2015/2016 is about how the teacher applies the implementation of Islamic religious teaching curriculum at SMP N 8 Purwokerto academic of period 2015/2016.

¹² Imas Kurniasih dan Berlin Sani, *Implementasi Kurikulum 2013 Konsep Dan Penerapan*, (Surabaya, Kata Pena, 2014), Pg.4.

C. Research Problem

Based on the background, the main problems of this research were as follows: “How is the implementation of islamic religious teaching curriculum at SMP N 8 Purwokerto?”

D. Purposes and Benefits of Research

1. Research Purposes

According to Problem formulation has aforementioned, so the purpose of this research as follows:

- a. Explore the implementation of The Islamic Religious Teaching Curriculum at SMP N 8 Purwokerto.
- b. Analyze the purpose in implementation of The Islamic Religious Teaching Curriculum at SMP N 8 Purwokerto.
- c. . Analyze the materials in implementation of the islamic religious teaching curriculum at SMP N 8 Purwokerto.
- d. Analyze the larning method implementation of The Islamic Religious Teaching Curriculum at SMP N 8 Purwokerto.
- e. Analyze the evaluation of implementation of The Islamic Religious Teaching curriculum at SMP N 8 Purwokerto.
- f. Analyze the teaching and learning activity in implementation of The Islamic Religious Teaching Curriculum at SMP N 8 Purwokerto

2. Research Benefits

- a. Academically expected can add the perception and enrich the scientific treasures about The Islamic Religious Teaching Curriculum, especially associated with the implementation of it at SMP N 8 Purwokerto.
- b. For a author as a candidate of teacher and reader the benefit is adding the new perception about Islamic religious teaching curriculum.
- c. Giving a contribution for anyone who reviewing The Islamic Religious Teaching Curriculum, especially about itself at SMP N 8 Purwokerto.
- d. Become an input to the literature in The State Institute Of Islamic Studies Purwokerto

B. Research Books

In the book of “Metodologi Penelitian Pendidikan” the book consideration basically was used to find a information about the theories, the generelations concept that could be used to the theoretic anvil for the research that will be carried out, in order to have a solid foundation, not just a trial. Generally more than 50% activities in all research process that is reading. Because of that, reading sources is essential research support activities.¹³

The book that authored by Nik Haryati which titled “ Pengembangan Kurikulum Pendidikan Agama Islam” was discribing a lot about understanding the curriculum conceptually which had been formulated by the expert, and this book also had given an example practically, especially on the syllabus development, lesson plan and learning evaluation. The explanation

¹³ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: RinekaCipta, 2000), Pg. 78.

about the book was enough to collerate between the book and the thesis discussion.

Thesis of Winarni entitled "Implementation of The Islamic Religious Teahing's Curriculum Local Content in MTs Miftahussalam Banyumas", this thesis discussed a lot about the implementation of the curriculum ISLAMIC RELIGIOUS TEAHING, but subjects which was became an object in this thesis was the discussion of the local content subjects, and this was different from the discussion that is conducted by author, subject was made the object was Islamic Religious Teaching's Subject.

Thesis of Dewi Hajar el Umamy entitled "Implementation of The Islamic Religious Teahing's Curriculum in Kuliyatulmu'allimin Al Islamiyah Pondok Pesantren Modern Daarulhuda Cibiru Banjar", this paper discussed a lot about the implementation of The Islamic Religious Teaching's Curriculum, the different her thesis with author's thesis was at the location and object was used. In her thesis, she took research location at boarding school Daarulhuda Cibiru Banjar, while the authors took it at SMP N 8 Purwokerto.

C. Systematic of Writing Research

To know the general description of this thesis, then researcher explains this thesis consists of several chapters. In a big line, this thesis consists of three parts, there are: beginning part, contents part, and the last part.

Beginning part of thesis is formality part includes: page of thesis title, statement of originality, official note of supervisor, page of legalization, motto, abstract, transliteration guide, dedication, acknowledgment, and table of content. In content part consists of five chapters and several sub-chapters, there are:

Chapter I is introductory chapter which includes the background, operational definition, problem statements, objectives and significance of the research, literature review, writing systematic. Chapter II is basic of theory, this chapter consists four sub-chapters. The first sub is curriculum that consists of definition of definition of curriculum, component of curriculum, function of curriculum and curriculum in Indonesia. The second sub is Islamic Religious Teaching Curriculum that consists Islamic Religious Teaching Curriculum definition, basic implementation of Islamic Religious Teaching Curriculum and the implementation of Islamic Religious Teaching Curriculum. The third sub is teaching process that consists teaching process definition, teaching process component and the activity in teaching process. And then the last sub is evaluation in curriculum that consists curriculum evaluation definition, curriculum evaluation purpose and function and curriculum evaluation principal.

Chapter III contains research method that includes: Research Approach and Type of Research, Research Location, Research Subject and Object, Data Collecting Technique and Data Analysis Technique. Chapter VI contains result and discussion of research with sub-chapter that includes: general overview,

discussion and data analysis. Chapter V is closing that consists of conclusions, suggestions, and closing



CHAPTER V

CLOSING

A. Conclusion

Based on the analysis that was conducted by the author on the implementation of Islamic Religious Teaching Curriculum in SMP N 8 Purwokerto, it could be concluded as follows:

The Implementation Islamic Religious Teaching Curriculum in SMPN 8 Purwokerto in class VII B 2015-2016 school year in the second semester were using the curriculum KTSP and the implementation in learning activities were using the curriculum in 2013 as a joint circular of Education Head office of Banyumas and The Head Office of Religious Ministry Banyumas district about the implementation of curriculum 2013 Islamic Religious Education at school.

The purpose of Islamic Religious Teaching curriculum in SMPN 8 Purwokerto is to develop *'aqidah* through giving, cultivating development, knowledge, appreciation, practice, habituation and learner's experience about Islam so becoming a Muslim that keeps develop their faith and piety to Allah SWT. It also to embodies a noble and religious human beings who are knowledgeable, diligent, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintain personal and social harmony and develop religious culture in the school community.

Islamic Religious Teaching Curriculum materials at SMP N 8 Purwokerto referred to SK-KD which was developed into the syllabus and lesson plan and all that were taught to students also included as a curriculum material.

The method that was used by teachers Islamic Religious Teaching in SMPN 8 Purwokerto also came from various kind of methods. The methods that were undertaken is lectures, questions and answers, CTL, discussions, presentations and more. While the instructional methods that were used by teachers when teaching about SK-KD of the history prophet Muhammad with reviewing movie "the message" then it is presented grouply.

The evaluation of Islamic Religious Teaching's curriculum in SMPN 8 Purwokerto has daily test, task, midterms (UTS) and final exam (UAS).

Implementation of learning Islamic Religious Teaching that the author is done when the teacher is discussing the history of the Prophet Muhammad SAW. In this learning activity there are 3 stages that is done by the teacher. Preparation, core activity and closing.

With all explanation above it was concluded that the implementation of Islamic religious teaching curriculum at SMP N 8 Purwokerto ran a supposed to be and overall it run well with all components of curriculum synergized.

B. Suggestion

After the author conducts the research and observations related to the implementation of Islamic Religious Teaching's Curriculum in SMPN 8 Purwokerto, for the achievement of purposes and satisfactory results and better yet, the authors with low self-esteem provide suggestions that are expected can be able to build more. Among the suggestions that the authors suggest include:

1. In the process of implementing The Islamic Religious Teaching's Curriculum (in this case the implementation of Islamic Religious Teaching learning intracurricular) which is already run well although there are some obstacles that occur is not a barrier for the future to be even better.
2. For teachers, it needs to be improved even better in terms of learning methods in order to make students feel that learning is not something that is forced to do and a little more make the students feel the fun learning. And it needs to be an improvement in the atmosphere of a more lively in the class so that in the implementation of learning the students can pay attention to the lessons more seriously.
3. For students are expected to not be glued with specific learning instruments (LCD), which when the time of learning implementation they not use the instrument, it makes their interest and excitement of learning to be reduced.

C. Closing

Alhamdulillah, by praising the presence of Allah SWT, because with taufik, hidayah and inayah Him, the author can complete this thesis, which of course can not be separated from the mistakes, deficiencies and far from perfection because of limited understanding and knowledge of the author.

Therefore, the authors expect criticism and suggestions that are constructive of the readers to improve this thesis. One of the writers hope, hopefully this paper can provide benefits for authors in particular and for readers in general. Amen.



IAIN PURWOKERTO

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IAIN PURWOKERTO