

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kurikulum implementatif TKA-TPA Masjid Pangeran Diponegoro Balaikota Yogyakarta, mengetahui implementasi kurikulum Implementatif TKA-TPA dan menjelaskan faktor pendukung dan penghambat implementasi kurikulum Implementatif TKA-TPA di TPA Masjid Pangeran Diponegoro Balaikota Yogyakarta.

Pendekatan penelitian evaluasi yang digunakan adalah metode deskriptif kualitatif dengan menggunakan teori model evaluasi CIPP. Informan dalam penelitian ini dibedakan menjadi dua yaitu Informan kunci (*key informan*) dan informan pendukung. Informan kunci dalam penelitian ini adalah wakil direktur bidang kurikulum dan ustadz/ustadzah sedangkan informan pendukungnya adalah direktur TPA Masjid Pangeran Diponegoro Balaikota Yogyakarta. Data dikumpulkan dengan observasi, wawancara, dan dokumentasi. Data dianalisis melalui tahap reduksi data, penyajian data, penarikan kesimpulan dan verifikasi.

Hasil penelitian ini menunjukkan bahwa kurikulum implementatif TKA-TPA Masjid Pangeran Diponegoro Balaikota Yogyakarta dalam penyusunannya berpedoman pada kurikulum implementatif TKA-TPA DIY. Berdasarkan evaluasi kurikulum menggunakan teori CIPP menunjukkan bahwa: struktur kurikulum implementatif sebagian sudah ada yang diimplementasikan dan ada yang belum serta di TPA Masjid Pangeran Diponegoro (MPD) menambahkan beberapa materi yang tidak terdapat di materi kurikulum implementatif TKA-TPA DIY. Di TPA MPD sudah menerapkan silabus dan belum menerapkan RPP. Ustadz/ah di TPA MPD sudah mempunyai buku panduan mengajar sedangkan para santri belum mempunyai buku panduan untuk proses pembelajaran sedangkan media di TPA MPD sudah bagus tetapi ustadz/ah jarang memakai saat proses pembelajaran. Kesibukan yang masih menjadi pelajar membuat ustadz/ah terkadang tidak berangkat mengajar sehingga membuat proses pembelajaran terhambat dan tidak maksimal sedangkan latar belakang santri TPA MPD berbeda yaitu dari sekolah negeri dan sekolah agama. Lulusan TPA Masjid Pangeran Diponegoro Komplek Balaikota Yogyakarta yaitu santri cenderung lulus dengan sendirinya. Faktor pendukung Implementasi Kurikulum Implementatif TKA-TPA Di TPA MPD adalah sarana dan prasarana yang memadai dan lingkungan belajar yang kondusif. Sedangkan faktor penghambatnya adalah: (a) Kehadiran ustadz/ah yang tidak konsisten, (b) perangkat pembelajaran RPP/perencanaan pembelajaran belum ada, (c) input santri yang berbeda latar belakang sekolah, (d) keterbatasan bahan ajar, dan (e) tingkat kehadiran santri yang tidak tetap.

Key-Word: Evaluasi, Implementasi, Kurikulum Implementatif

ABSTRACT

The research aimed at finding out the implemented curriculum of TKA-TPA (Al-Qura'an- based Kindergarten and Al-Qur'an Education for Children) of Pangeran Diponegoro Mosque of the City Hall of Yogyakarta, finding out the implementation of implemented curriculum of TKA- TPA and describing the supporting and obstructing factors of the implementation of implemented curriculum of TKA- TPA in TPA Pangeran Diponegoro Mosque of the City Hall of Yogyakarta.

The evaluation research approach used was descriptive qualitative method with evaluation model theory of CIPP (Context, Input, Process, Product). The informant in the research was differentiated into two. They were the key informant and supporting informant. The key informants in the research were the vice director of curriculum division and the Islamic teachers, while the supporting informant was the director of TPA Pangeran Diponegoro Mosque of the City Hall of Yogyakarta. The data was collected by observation, interview, and documentation. The data was analyzed through the stages of data reduction, data presentation, conclusion drawing, and verification.

The result of the research showed that in the making, the implemented curriculum of TKA- TPA of Pangeran Diponegoro Mosque of the City Hall of Yogyakarta was based on the implemented curriculum of TKA- TPA of DIY (Yogyakarta Special Region). Based on the curriculum evaluation using CIPP theory, it showed that some of implemented curriculum structures had been implemented and the others had not. In addition, TPA Pangeran Diponegoro Mosque (PDM) adds some materials that were not from the implemented curriculum material of TKA- TPA DIY. TPA PDM had implemented the syllabus, but it had not conducted the lesson plan. The teachers of TPA PDM had already had the guidebook to teach, but the students had not had the guidebook for the learning process. Meanwhile, the media in TPA PDM had been good already, but the teachers were rarely used them in the learning process. The busy activities of the teachers who were still students make them leave the class so that the learning process was obstructed and not maximally conducted. Meanwhile, the educational background of the teachers of TPA PDM was different, i.e. state school and Islamic school. The graduates of TPA Pangeran Diponegoro Mosque of the City Hall Complex of Yogyakarta were the students who tended to graduate automatically. The supporting factors of the implementation of the implemented curriculum of TKA- TPA in TPA PDM were the adequate infrastructures and the conducive learning environment. Meanwhile, the obstructing factors were (a) the inconsistent attendance of the teachers, (b) the lesson plan device which was not available, (c) the registered students who were from different schools, (d) limited learning material, and (e) the attendance level of the students which was not stable.

Keywords: Evaluation, Implementation, Implemented Curriculum