

ABSTRAK

Penelitian ini secara umum bertujuan untuk mengetahui, menganalisis dan membandingkan kurikulum madrasah antara Indonesia dan Malaysia.

Penelitian ini menggunakan pendekatan kualitatif noninteraktif atau juga biasa disebut dengan penelitian analitis. Penelitian ini melakukan pengkajian berdasarkan analisis isi dokumen. Pengumpulan data dilakukan dengan studi kepustakaan dan dokumentasi. Dalam penelitian ini analisis data dilakukan dengan menggunakan teknik analisis isi (*content analysis*). Caranya data dikumpulkan kemudian dipelajari dan dianalisis (diurai), lalu dilakukan sintesis untuk membandingkan dan memadukan sehingga menghasilkan suatu hasil kajian yang sistematis dan utuh.

Hasil penelitian ini menunjukkan bahwa pendidikan madrasah di Indonesia dan Malaysia adalah kombinasi dari pendidikan Islam tradisional dengan pendidikan modern ala Barat. Di Indonesia, sistem pendidikan nasional berdasarkan Undang-Undang No. 20 Tahun 2003. Adapun di Malaysia, sistem pendidikan nasional berdasarkan kepada Akta Pendidikan Tahun 1996. Kurikulum di Indonesia dan Malaysia secara umum memiliki kesamaan, yakni kurikulum yang diajarkan berisi ilmu pengetahuan agama dan ilmu pengetahuan umum. Kurikulum di Indonesia menekankan kepada kompetensi sikap spiritual, sosial, pengetahuan dan keterampilan. Sedangkan kurikulum di Malaysia diuraikan lebih spesifik seperti kompetensi pengetahuan, kemahiran berpikir, kemahiran memimpin, kemahiran dwibahasa, etika dan kerohanian, serta identitas nasional. Kurikulum madrasah di Malaysia terlihat lebih mengutamakan terwujudnya generasi muda yang mahir dalam urusan agama dan juga urusan dunia, dengan diimplementasikan kurikulum kebangsaan bersamaan dengan kurikulum Bersepadu Dini dan atau Bersepadu Tahfiz serta adanya pendekatan pembelajaran KBAT (*Kemahiran Berfikir Aras Tinggi*) dan pendekatan nilai STEM (*Science, Technology, Engineering and Mathematics*). Dari segi metode pembelajaran, Malaysia secara terperinci menguraikan metode pembelajaran pada buku penjelasan kurikulum, yang mana terlihat lebih bervariasi dan sesuai dengan perkembangan zaman. Namun begitu, madrasah di Indonesia dalam proses kegiatan inti pembelajaran berdasarkan kurikulum 2013 menekankan aspek mengamati, menanya, mengeksplorasi, mengasosiasi dan mengkomunikasikan (5M), sehingga pelajar memiliki kemampuan berpikir reflektif bagi penyelesaian masalah sosial yang dihadapi dalam masyarakat. Adapun evaluasi pembelajaran antara Indonesia dan Malaysia sama-sama mengutamakan adanya penilaian yang holistik ataupun penilaian menyeluruh dari aspek kognitif, afektif dan keterampilan.

Kata kunci: sistem pendidikan, madrasah, kurikulum, pendekatan pembelajaran

ABSTRACT

This research was generally to discover, analyze, and compare the Islamic school curriculum between Indonesia and Malaysia.

This research used non-interactive qualitative method or commonly known as analytical research. This research conducted studies based on document content analysis. The data gathering was conducted by library studies and documentation. In this research, content analysis was done by using content analysis method. The data were collected, then they were examined and analyzed, after that synthesis was conducted to compare and integrate until it produced the results of the studies which was systematically and intact.

The results of this research shown that Islamic school education system in Indonesia and Malaysia is the combination of the Islamic traditional education system and modern education system in western style. In Indonesia, national education system is based on the Government Rules No 20 in 2003. Meanwhile, in Malaysia, the national education system is based on Education Certificate in 1996. The curriculum in Indonesia and Malaysia generally has similarity, the curriculum which is taught contains the religion knowledge and social knowledge. Indonesian curriculum is more emphasized to the spiritual, social, knowledge and skills competence. Meanwhile, Malaysian curriculum is described more specific such as knowledge competence, thinking competence, leadership competence, bilingual competence, ethics and spirituality, and national identity. Islamic school curriculum in Malaysia apparently gives more priority to create the young generations which are skillful in religion matters and also the world matters, by implementing the nationality curriculum simultaneously with Early United curriculum and or *Tahfiz* United and also HLTC learning approach (High Level Thinking Competence) and STEM score approach (Science, Technology, Engineering, and Mathematics). From the learning method side, Malaysia has explained the learning method specifically in the curriculum explanation book, which is seen more various and appropriate with the era development. Nevertheless, Indonesian Islamic School, in the main learning activity process based on curriculum 2013 is more emphasized in observing, questioning, exploring, associating, communicating aspects (OQEAC), therefore the students have the reflective thinking ability to solve the social problems which is dealt in the society. The learning evaluation in Indonesia and Malaysia both give the priority to holistic assessment or thorough assessment from cognitive, affective and skill aspect.

Keywords: education system, Islamic school, curriculum, learning approach