

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kesiapan guru bahasa Arab dalam penerapan kurikulum 2013 pada kelas VII di MTs Muhammadiyah Kasihan dan mendeskripsikan apa saja yang menjadi kendala guru bahasa Arab dalam penerapan kurikulum 2013 pada kelas VII di MTs Muhammadiyah Kasihan.

Penelitian ini menggunakan pendekatan kualitatif. Subjek penelitian ini adalah guru bahasa Arab, kepala sekolah, dan siswa kelas VII MTs Muhammadiyah Kasihan. Pengumpulan data menggunakan metode wawancara, observasi, dan dokumentasi. Data yang diperoleh selanjutnya dianalisis menggunakan analisis data kualitatif menurut Miles dan Huberman.

Hasil penelitian yang diperoleh dari penelitian ini yaitu: (1) kesiapan guru bahasa Arab dalam penerapan kurikulum 2013 pada kelas VII di MTs Muhammadiyah Kasihan termasuk dalam kategori kurang baik. Guru bahasa Arab belum siap dalam menerapkan kurikulum 2013 seperti Standar Kompetensi Lulusan belum terlaksana secara baik, Standar isi telah sesuai dengan rumusan kurikulum 2013, Standar Proses belum sesuai dengan rumusan kurikulum 2013, dan Standar Penilaian yang belum terlaksana secara baik pada kegiatan belajar mengajar. (2) Terdapat beberapa kendala yang dihadapi guru bahasa Arab dalam penerapan kurikulum 2013 pada kelas VII di MTs Muhammadiyah Kasihan diantaranya adalah minimnya input atau kemampuan siswa dalam membaca Al-qur'an secara baik sehingga menjadi kesulitan tersendiri bagi guru bahasa Arab dalam mengajak siswa ikut aktif pada pembelajaran sesuai dengan kurikulum 2013, kurangnya sumber dan fasilitas belajar dalam kegiatan pembelajaran bahasa Arab seperti lcd, sumber belajar selain buku, dan labolaturium, guru belum menerapkan metode yang bervariasi dalam kegiatan pembelajaran bahasa Arab, sehingga siswa merasa bosan dan jenuh ketika pembelajaran berlangsung dengan penyampaian materi dengan metode yang tidak berganti-ganti dan belum semua guru mampu menguasai standar penilaian.

Kata Kunci: Kesiapan guru bahasa Arab, Kurikulum 2013.

ABSTRACT

This research aims to describe the readiness of Arabic teacher in applying the 2013 Curriculum in Grade VII of MTs Muhammadiyah Kasihan and describe what the obstacles had by the Arabic teacher in applying the 2013 Curriculum in Grade VII of MTs Muhammadiyah Kasihan.

This research used qualitative approach. The subjects of the research were the Arabic teacher, the Headmaster, and the students of Grade VII MTs Muhammadiyah Kasihan. The data collecting technique were interview method, observation, and documentation. Then, the data were analyzed using qualitative data analysis of Miles and Huberman.

The findings of the research were: (1) the readiness of Arabic teacher in applying the 2013 Curriculum in Grade VII of MTs Muhammadiyah Kasihan was not in a good category. The Arabic teacher had not been ready yet in applying the 2013 Curriculum such as the Graduate Competence Standard (Standar Kompetensi Lulusan) which had been done well, the Content Standard (Standar Isi) was already agree with the 2013 Curriculum, the process Standard (Standar Proses) had not agreed with the 2013 Curriculum and the Assessment Standard (Standar Penilaian) had not been well in the learning process. (2) There were some obstacles had by the Arabic teacher in applying the 2013 Curriculum in Grade VII of MTs Muhammadiyah Kasihan. Some of them were the minimum input or the students' ability in reciting Holy Qur'an was not really good so it may be a certain difficulty for the Arabic teacher in inviting the students to be active in the learning process based on the 2013 Curriculum, the lack of learning sources and learning facility in the Arabic learning process such as LCD viewer, learning sources besides books, and laboratory, the teacher had not applied yet the various method in Arabic learning process so that the teacher got bored during the lesson with same method continuously and also not all of the teacher was able to understand the assessment standard.

Key Words: the Readiness of Arabic teacher, the 2013 Curriculum