

ABSTRAK

Sutrisno, MP-18038, *Implementasi Manajemen Madrasah Unggul Berbasis Kurikulum Pesantren.*

Menurut Undang-Undang No. 2 Tahun 1989 dan Undang-Undang No. 20 Tahun 2003 posisi madrasah dengan sekolah ditetapkan sejajar dan sederajat. Hal ini merupakan kesempatan emas bagi penyelenggara pendidikan di madrasah untuk mengembangkan mengejar ketertinggalannya pada mutu penyelenggaraan dan mutu lulusan agar kualitasnya sama dengan sekolah umum. Manajemen madrasah unggul berbasis kurikulum pesantren yang diterapkan di MI Qudsiyyah Kudus secara konseptual merupakan manifestasi dari *divinity based education*. Secara teknis model pengelolaan ini merupakan perpaduan kurikulum pendidikan umum dengan pendidikan pesantren sebagai solusi kesenjangan kualitas madrasah dan dapat mewujudkan visi misi utama pendidikan madrasah yaitu *Tafaqquh Fiddin dan Rahmatan Lil Alamin*. Penelitian ini bertujuan untuk memberikan gambaran tentang penerapan dalam manajemen madrasah berbasis kurikulum pesantren meliputi perencanaan, strategi pengembangan, implementasi dan evaluasi pengelolaan di MI Qudsiyyah Kudus.

Penelitian ini menggunakan metode *field research* (penelitian lapangan) yang disajikan secara deskriptif. Data penelitian ini diperoleh dari kegiatan wawancara dengan informan yang meliputi kepala sekolah, Waka Kurikulum, Waka Humas, Waka Sarpras, guru dan siswa, observasi dan dokumentasi. Adapun uji keabsahan data dilakukan dengan triangulasi Hasil penelitian menunjukkan: 1) Perencanaan berupa penelaahan tujuan, konten kurikulum melalui pendekatan mata pelajaran dan pendekatan proses, kegiatan (aktivitas), sumber yang digunakan dan instrumen evaluasi (pengukuran), 2) Strategi pengembangan yang diterapkan meliputi membangun kekuatan internal madrasah, memperkuat kepemimpinan, membangun pencitraan madrasah, program unggulan, membangun kepedulian sosial; 3) Pelaksanaan kurikulum integrasi di MI Qudsiyyah memprioritaskan sisi unggulan meliputi input terseleksi ketat, guru profesional serta siswa berprestasi, inovasi kurikulum, kontributif di tengah masyarakat, sebelum masa pandemi COVID-19 dilaksanakan dengan aktifitas normal dan kegiatan pembelajaran tatap muka di madrasah. Kemudian Pelaksanaan Kurikulum selama masa pandemi COVID-19 saat ini kegiatan aktifitas pendidikan dilaksanakan secara daring penuh; 4) Evaluasi manajemen dilaksanakan dengan model evaluasi bulanan dan evaluasi program kerja tahunan dengan tahapan; menganalisis program yang sudah ada, pemantauan dan pengawasan dan membuat laporan tertulis.

Kata kunci: *Madrasah Unggul, Kurikulum Pesantren*

ABSTRACT

Sutrisno, MP-18038, *Implementation of Excellent Madrasah Management Based on the Pesantren Curriculum.*

According to Law No. 2 of 1989 and Law No. 20 of 2003 the position of madrasahs and schools is set equal and equal. This is a golden opportunity for education providers in madrasahs to develop catch-up to the quality of implementation and the quality of graduates so that the quality is the same as public schools. The management of superior madrasah based on the pesantren curriculum that is applied at MI Qudsiyyah Kudus is conceptually a manifestation of divinity based education. Technically this management model is a combination of the general education curriculum with pesantren education as a solution to the quality gap in madrasah and can realize the main vision and mission of madrasa education, namely Tafaquh Fiddin and Rahmatan Lil Alamin. This study aims to provide an overview of the application of madrasah management based on the pesantren curriculum including planning, development strategies, implementation and management evaluation at MI Qudsiyyah Kudus.

This research uses field research method which is presented descriptively. The research data were obtained from interviews with informants including the principal, the Curriculum Deputy, the Deputy for Public Relations, the Deputy for Sarpras, teachers and students, observation and documentation. The data validity test was carried out by triangulation

The results showed: 1) Planning in the form of a study of objectives, curriculum content through a subject approach and process approach, activities, resources used and evaluation instruments (measurement), 2) The development strategy applied included building internal strengths of madrasah, leadership development, building madrasah image, superior programs, building social awareness; 3) Implementation of the Integration curriculum at MI Qudsiyyah prioritizes superiority including tightly selected input, professional teachers and outstanding students, curriculum innovation, contributive in the community, before the COVID-19 pandemic period was carried out with normal activities and face-to-face learning activities at madrasahs. Then the implementation of the curriculum during the COVID-19 pandemic, currently educational activities are carried out in a bold manner; 4) Management evaluation is carried out with a monthly evaluation model and an annual work program evaluation with stages; analyze existing programs, monitor and supervise and produce written reports.

Keywords: *Superior Madrasah, Pesantren Curriculum*