

## ABSTRAK

**Rika Dewi Sartika. 2018.** *“Keefektifan Kurikulum Pendidikan Karakter Islami”* (Penelitian di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung).

Penelitian ini dilaksanakan di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung, yang memiliki kurikulum khas sekolah sendiri dengan menerapkan kurikulum yang tidak lepas dari kebutuhan peserta didik dalam menyongsong era globalisasi, pengembangan IPTEK dan menanamkan nilai-nilai budaya yang berkarakter serta berakhlak mulia yang mencerminkan isi dari tujuan pendidikan nasional.

Tujuan dilaksanakannya penelitian ini adalah untuk mengidentifikasi: 1) Kurikulum Pendidikan Karakter Islami di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung; 2) Keefektifan Kurikulum Pendidikan Karakter Islami di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung; 3) Faktor pendukung dan penghambat penerapan Kurikulum Pendidikan Karakter Islami di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung; 4) Dampak Kurikulum Pendidikan Karakter Islami di Sekolah Insan Teladan Yayasan Islam Terpadu Insan Teladan Cileunyi Bandung terhadap karakter Islami peserta didik.

Metode penelitian yang dipakai adalah deskriptif analitik dengan menggunakan pendekatan kualitatif. Adapun sumber data terdiri dari data primer dan sekunder, sedangkan teknik pengumpulan data diperoleh dengan cara observasi, wawancara, dokumentasi, catatan lapangan dan studi pustaka. Oleh karenanya, dalam penganalisisan data dilakukan dengan cara mereduksi data, penyajian data, memeriksa keabsahan data dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa: 1) Perencanaan kurikulum pendidikan karakter Islami yang disusun oleh tim penyusun kurikulum sudah mengacu kepada prosedur yang ada; 2) Kurikulum pendidikan karakter Islami yang dilaksanakan di SDIT maupun SMPIT sudah berjalan efektif; 3) Beberapa faktor pendukung kurikulum pendidikan karakter Islami mulai dari: *sumber daya manusia; sarana dan prasarana yang representatif; adanya peningkatan motivasi, bimbingan dan arahan pendidik yang signifikan; adanya kebijakan; mendorong aktifitas akademis dan non akademis; dan dukungan pihak sekolah terkait adanya program kurikulum pendidikan karakter Islami.* Adapun faktor penghambatnya adalah: *belum semua pendidik memahami program kurikulum pendidikan karakter Islami; waktunya dilaksanakan secara bersamaan; dan kegiatan kurikulum pendidikan karakter Islami yang dilaksanakan di SMPIT baru berjalan efektif pada tahun ini dibanding dengan tahun sebelumnya;* serta 4) Dampak kurikulum pendidikan karakter Islami terhadap karakter Islami siswa yaitu masih belum seluruhnya menampilkan wajah/karakter Islami.

## ABSTRACT

**Rika Dewi Sartika. 2018.** *“Effectiveness of Islamic Character Education Curriculum”* (Research at the Exemplary Insan School of the Integrated Islamic Foundation Insan Teladan Cileunyi Bandung).

This research was carried out in the School of Exemplary Insan Foundation of Islamic Foundation Insan Teladan Cileunyi Bandung, which has its own school-specific curriculum by implementing a curriculum that is inseparable from the needs of students in facing the era of globalization, the development of science and technology and instilling cultural values of character and noble reflect the contents of national education goals.

The purpose of this research is to identify: 1) Islamic Character Education Curriculum at the Exemplary Insan School Islamic Foundation Insan Teladan Cileunyi Bandung; 2) Effectiveness of Islamic Character Education Curriculum in the Exemplary Insan School of the Integrated Islamic Foundation Insan Teladan Cileunyi Bandung; 3) Supporting factors and inhibiting the implementation of Islamic Character Education Curriculum in the Exemplary Insan School Islamic Integrated Foundation Insan Teladan Cileunyi Bandung; 4) Impact of Islamic Character Education Curriculum on School Exemplary Persons Integrated Islamic Foundation Insur Example Cileunyi Bandung towards the Islamic character of students.

The research method used is descriptive analytic using a qualitative approach. The data source consists of primary and secondary data, while data collection techniques are obtained by means of observation, interviews, documentation, field notes and literature study. Therefore, analyzing data is done by reducing data, presenting data, checking the validity of data and drawing conclusions.

The results of this study indicate that: 1) Planning the Islamic character education curriculum compiled by the drafting team of the curriculum has referred to the existing procedures; 2) The Islamic character education curriculum implemented at SDIT and SMPIT has been effective; 3) Several factors supporting the Islamic character education curriculum start from: human resources; representative facilities and infrastructure; there is a significant increase in motivation, guidance and direction of educators; policy; encourage academic and non-academic activities; and school support related to the Islamic character education curriculum program. The inhibiting factors are: not all educators understand the Islamic character education curriculum program; the time is carried out simultaneously; and the activities of the Islamic character education curriculum conducted at SMPIT have only been effective this year compared to the previous year; and 4) The impact of the Islamic character education curriculum on students' Islamic character is that they still do not fully display Islamic faces / characters.