

**THE MANAGEMENT OF THE ACCELERATION PROGRAM
AT STATE ISLAMIC SENIOR HIGH SCHOOL OF MALANG 1**

*To arrange A Thesis in Bachelor Degree (S-1) Program
Islamic Education Faculty of Tarbiyah Islamic State University of Malang
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ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
ISLAMIC STATE UNIVERSITY (UIN)
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July, 2011**

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AT STATE ISLAMIC SENIOR HIGH SCHOOL OF MALANG 1**

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DEDICATION

With this simple work

I dedicate a praise to the Lord of the world and to the Prophet Muhammad SAW as a light bearer of truth, with all humility I presented this work to the people who are very meaningful in my life journey ...

A pair of pearl hearts (Father H. Moh. Rifa'i and Mother Hj.Muzayyanah) who emit rays of love without ever finish in a pray for, motivate, educate me. Their matchless affection until I can not reveal and I will always say in my praying ... hopefully their charitable blessed by Allah SWT.

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My big family of HMI Tarbiyah Maliki UIN Malang
Thank you for your enthusiasm and motivation

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

نَحْنُ قَسَمْنَا بَيْنَهُمْ مَعِيشَتَهُمْ فِي الْحَيَاةِ الدُّنْيَا ۚ وَرَفَعْنَا بَعْضَهُمْ فَوْقَ بَعْضٍ

دَرَجَاتٍ لِّيَتَّخِذَ بَعْضُهُمْ بَعْضًا سُخْرِيًّا ۗ وَرَحْمَتُ رَبِّكَ خَيْرٌ مِّمَّا تَجْمَعُونَ ﴿٣٢﴾

Artinya: Kami Telah menentukan antara mereka penghidupan mereka dalam kehidupan dunia, dan kami Telah meninggikan sebahagian mereka atas sebahagian yang lain beberapa derajat, agar sebahagian mereka dapat mempergunakan sebahagian yang lain. dan rahmat Tuhanmu lebih baik dari apa yang mereka kumpulkan. (Q.S.Az.Zukhruf: 32)¹

¹Sumber Al-qur'an and translate ,Departeman agama RICV Penerbit Jumatul-Aliart.Bandung.2005.page: 492.

Dr. Hj. Suti'ah, M.Pd
The Lecturer of Tarbiyah Faculty
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Mabruroh Malang, July, 04th 2011
Appendixes : 4 (four) Exemplar

Dear.
Dean of Tarbiyah Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
at

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Assalamualaikum Wr. Wb

After carrying out at several times for guidance, both in terms of content language and writing techniques, and after reading the following thesis:

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As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamualaikum Wr. Wb.

Advisor,

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled The Management Of The Acceleration Program At State Islamic Senior High School Of Malang 1 is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, 4th July 2011

Mabruroh

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All of praises deserve to be given for our Lord, Allah SWT who has given grace, his guidance and help so the writer can finish this thesis smoothly and on time under the title " The Management Of The Acceleration Program At State Islamic Senior High School Of Malang 1".

Sholawat and greetings hopefully keep devote to the great prophet Muhammad SAW, who had transformed the age civilization from the age jahiliyah (foolishness) to Islamic civilization namely Islam, and May we all get his intercession in the rest of the world later. Amen

The arranging of this thesis was conducted as one of the requirements in completing the Bachelor Degree Program (S1) in Department of Islamic Education Faculty of Tarbiyah Islamic State University (UIN) Malang Maulana Ibrahim Malik.

A happiness and pride for the writer because she can finish this thesis. The author realizes that in writing this thesis is beyond of the help and guidance of the various parties, without the assistance and guidance, the writing this thesis cannot be realized. Therefore, in this occasion the author would like to express great gratitude and highest appreciation to:

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With all humility as ordinary human beings, researcher realizes of the weakness in arranging of this thesis. Criticism and constructive suggestions are always hoped by the researcher for future improvement. Hopefully the arranging thesis can provide benefits, especially for researcher herself and readers in general. Amen

Malang, July, 4th 2011

The Writer

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ABSTRACT

Mabruroh,2011,The Management Of The Acceleration Program At State Islamic Senior High School Of Malang 1,Thesis,Department of Islamic Education (PAI),Faculty of Tarbiyah,Islamic State University (UIN) Maulana Malik Ibrahim Malang, Advisor: Dr. Hj.Suti'ah. M. Pd

Learners who have the intelligence potency and special talents need to get the services in accordance with their potency and talent. One of services to accommodate the learners is by providing acceleration learning program from three years to two-years which is called acceleration program. The Rules of the Republic of Indonesia Number 20 Year 2003 about National Education System, Article 5, Paragraph 4 of "Citizens who have the potential of intelligence and special talents deserve a special education", this means that government must provide special education for students who have exceptional and intelligence potency, so that the existed potency in the learners can develop optimally and it provides opportunities for learners can grow be a faithful and devoted man to God Almighty, good personality, knowledgeable, capable, creative, and independent. In an effort to realize is required effective and efficient education management.

From the mentioned phenomena above, the general issues that have been formulated are: (1) How is Acceleration Program Planning in Madrasah Aliyah Negeri Malang 1, and (2) How is the Implementation of Acceleration Program in Madrasah Aliyah Negeri Malang 1.

In this study, the researcher uses a descriptive qualitative research by using the techniques of data collection through: (1) observation, (2) interviews, and (3) documentation. The used techniques of validity checking are (1) persistence of observation, (2) triangulation

From the results of research that has been implemented can be concluded that the acceleration program planning in MAN Malang 1 From the results of research that has been the implementation of conclusions can be drawn that the acceleration in the implementation of management programs MAN Malang 1 was conducted as closely as possible to be implemented, seen from the planning process is done, seen from the planning process carried out by forming a special team to manage the accelerated program .linkage analysis with the vision and mission of the school and the socialization of internal and external, both from the process of acceleration program student recruitment, to get good input, in accordance with the existing qualification standards, with some established criteria such as academic selection test with an average of 8.0, psychological score tests and commitment. In this case, obtained input in MAN Malang 1, 90% of students already fulfilled the established criteria by an IQ above 125. The curriculum used is a modified KTSP curriculum by each school are developed a differentially, with the compaction model of essential materials (subject matter) by shorter time that is 2 years.

For the learning implementation includes teaching and learning are done class inside and outside in its implementation of the students are given a module and students-centered learning methods. Teacher as a facilitator encourage and provide space for learners to develop their learning potency actively, creatively, and fun and the provision of relevant facilities and infrastructure. From data analysis from both the planning and implementation of acceleration programs in general in MAN Malang 1 has implemented an acceleration program management well regarding both the input and outcome from the program. Even though there are still some weaknesses that need to be corrected either from implementation of acceleration program teacher.

Key words: Management, Acceleration

ABSTRAK

Mabruroh, 2011, *Implementasi Manajemen Program Akselerasi di Madrasah Aliyah Negeri Malang 1*, Skripsi, Jurusan Pendidikan Agama Islam (PAI), Fakultas Tarbiyah, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Dosen Pembimbing: Dr. Hj. Suti'ah. M.Pd

Penyelenggaraan pendidikan secara reguler yang dilaksanakan selama ini masih bersifat massal, yaitu berorientasi pada kuantitas untuk dapat melayani sebanyak-banyaknya jumlah siswa. Kelemahan yang segera tampak adalah tidak terakomodasinya kebutuhan individual siswa. Siswa yang memiliki potensi kecerdasan dan bakat istimewa tidak terlayani secara baik sehingga potensi yang dimilikinya tidak dapat tersalur dan berkembang secara optimal. Salah satu bentuk pelayanan pendidikan bagi peserta didik yang memiliki intelektual tinggi adalah melalui program akselerasi (percepatan belajar) adalah program layanan pendidikan yang diberikan kepada siswa yang memiliki potensi kecerdasan dan bakat istimewa untuk dapat menyelesaikan masa belajarnya lebih cepat dari siswa yang lain (program reguler). Dalam mewujudkannya dibutuhkan manajemen (pengelolaan) pendidikan yang efektif dan efisien

Berangkat dari latar belakang inilah, kemudian diambil rumusan masalah :

(1) Bagaimana Perencanaan Pembelajaran Program Akselerasi di MAN Malang 1, dan (2) Bagaimana Pelaksanaan Pembelajaran program Akselerasi di MAN Malang 1. (3) Bagaimana pengawasan pembelajaran Program Akselerasi di MAN Malang 1. Tujuan penelitian ini adalah: (1) Mendeskripsikan Perencanaan pembelajaran Program Akselerasi MAN Malang 1; dan (2) Mendeskripsikan Pelaksanaan pembelajaran Program Akselerasi MAN Malang 1. (3) Mendeskripsikan Pengawasan Pembelajaran Program Akselerasi MAN Malang 1.

Untuk memperoleh data dalam penelitian ini penulis menggunakan pendekatan berparadigma Deskriptif-Kualitatif dari data yang dihasilkan melalui Metode Observasi, Interview dan Dokumenter.

Kesimpulan yang ditarik dari hasil penelitian Implementasi Manajemen Program Akselerasi di Madrasah Aliyah Negeri Malang 1 adalah : Untuk Proses Perencanaan pembelajaran program akselerasi, untuk mendapatkan *input* yang baik dilakukan perekrutan siswa sesuai dengan standar kualifikasi yang ada, mengikuti beberapa tes secara ketat dengan beberapa kriteria yang telah ditetapkan yaitu (NEM) SD ataupun SLTP. Skor tes seleksi akademis dengan rata-rata 8,0, Skor tes psikologi dan komitmen. dalam hal ini *input* yang diperoleh di MAN Malang 1 90% dari siswa sudah memenuhi kriteria yang telah ditetapkan dengan IQ diatas 125.

Untuk perencanaan kurikulum disusun secara diferensiasi dengan model pemadatan materi yang esensial (materi pokok) dengan waktu yang lebih singkat yaitu 2 tahun. Untuk perangkat pembelajaran (prota, promise, silabus dan rpp) yaitu disesuaikan dengan alokasi waktu program akselerasi dengan memilih materi esensial saja (materi yang utama) yang sekiranya perlu diperjelas lebih mendalam dan perlu disampaikan dengan tatap muka, sedangkan materi yang sekiranya mudah hanya disampaikan sekilas saja (siswa belajar sendiri).

Pelaksanaan pembelajaran meliputi proses belajar mengajar yang dilakukan di kelas dan luar kelas. dalam pelaksanaan siswa diberikan modul. Metode pembelajaran diarahkan berpusat pada siswa. untuk mendapatkan *output* yang baik Bentuk penilaian pembelajaran

akselerasi dilakukan secara terus menerus dan berkelanjutan untuk memperoleh informasi tentang kemajuan dan keberhasilan pelaksanaan pembelajaran (KBM). MAN Malang 1 menetapkan target pencapaian kompetensi pada masing-masing mata pelajaran. Prinsip penilaiannya mengacu pada belajar tuntas (*mastery learning*). monitoring dan evaluasi program akselerasi yang dilakukan di MAN Malang 1 dijadikan umpan balik penyelenggaraan di tahun berikutnya.

Saran dari penelitian ini adalah (1) Kepala Sekolah hendaknya menjadikan bahan tambahan untuk lebih meningkatkan kualitas program akselerasi di MAN Malang 1.(2) Pengelola Akselerasi harus mengembangkan keunggulan-keunggulan yang sudah ada pada program akselerasi, serta terus berbenah untuk mengembangkan keunggulan-keunggulan yang baru; (3) Lebih meningkatkan kompetensi mahasiswa dalam memahami manajemen pembelajaran; dan (4) Bahan masukan untuk mengadakan penelitian lebih lanjut agar dapat mengungkapkan fenomena lain yang lebih akurat dan mendalam pada masa yang akan datang (5) gambaran yang jelas tentang pengelolaan program akselerasi di MAN Malang 1, sehingga siswa yang memiliki potensi kecerdasan dapat memilih lembaga ini sebagai salah satu alternatif tempat belajar.

Kata Kunci : **Manajemen ,Pembelajaran, Akselerasi**

CHAPTER I

INTRODUCTION

A. Background of Study

The education has very important and decisive roles for the individual self development and realization, especially for the development of the nation and state. The progress of a culture depends on how the culture recognizes, appreciates and utilizes the human resources. And this is closely related to the quality of education that is provided for societies.

The expected education is not only limited to the distribution or interpretation of science from the teacher to the learners but also the education can leads the learners become the excellent learners and they can face their life in the future. For producing the excellent learners is needed the high quality of education and the high quality of education has to include in two dimensions, they are academic orientation and essential life skills orientation academic. Academic-oriented means promising academic achievement of learners as a measuring standard while essential life skills oriented is the education that can make the learners are be able to survive in their life.¹

¹ Utami Munandar, 1985, *Anak-Anak Berbakat Pembinaan dan Pendidikannya*, Jakarta Rajawali, page. 15.

In order the targets of the human resources' quality improving are managed effectively and efficiently, it is needed an educational service approach which considers the talents, interests, abilities and intelligence of the learners.

This is appropriate with the purpose of education in general, namely to provide an environment which enables a learner develops his talents and abilities optimally, so that he can realizes himself and function fully in accordance with his personal and communities necessity, especially for talented children and who have great ability.

To provide education regularly which is still implemented during this time is general, which is oriented on the quantity to serve as many as the number of students. The weakness is immediately apparent is no accommodation of individual student needs. Students who have the intelligence potency and special talents are not served properly so their potency cannot be channeled and developed optimally.

Basically, the students' ability is different but if it is given the service in accordance with their each circumstance, then the result will be same, which distinguishes learning time. Students who have the intelligence potency and special talents need specific addressed and programs, so intelligence potency can be developed optimally.

Because of that they require a specific educational service in order their skill potency can be improved so that they achieve the optimal self-actualization. Encouraging the actualization of children's skill potency in its development will

be one of the pillars of national strength in the struggle and competition among nations in the global era. Without relevant education services, talented children will be a marginal group who are failed to contribute significant giving for the advancement of this nation. If it is allowed to be continued then indeed we have done "persecution" and wasting huge gift from God.

One of educational services for learners who have incredible ability and intelligence is through the acceleration program. As presented, E. Mulyasa provides special programs as effort to overcome talented students by the convening of the acceleration program as a service toward individuals distinct in the student themselves.²

The acceleration program is a program for learners who have incredible intelligence level or in other words a program to accelerate the period of study for learners who have a high intelligence level and they deserve a special attention for accelerating their achievement and talent development. For example, primary school is completed in 4 years, junior high school in 2 years and the senior high school either. With word that more "dramatic", preparing a "warrior" future leaders.³

Government guarantees of educational services for talented academic (intellectual) children or commonly known as learners who have the potential of intelligence and special talents are stated in Law No. 20 of 2003 on National

² E. Mulyasa, *Kurikulum Berbasis Kompetensi*, (Bandung: PT Rosdakarya, 2004), page. 128

³Ria Kartika, *Program Akselerasi; Antara Percepatan, Diskriminan, dan Pemaksaan*. Kompas, sabtu, 17 September 2005. (<http://www.google.com> online)

Education system, chapter IV article 5 paragraph (2) which reads: "citizens who have physical defect, emotional, mental, intellectual, and / or social deserve a special education."

It is made clear in article 5, paragraph (4) which reads: "citizens who have the potential of intelligence and special talents deserve a special education". Provisions concerning all such mandate shall be managed more by government regulations.⁴ About the seriousness to develop the education for children who have intelligence potency and special talents is emphasized also by the President of Indonesia when he received members of the Advisory Board of National Education (IBRA) on 19th of January 1991, which states that: "for more attention to educational services toward the children who has extraordinary ability and intelligence."⁵

In academic year 2001/2002, the government through the Directorate of Special Education, established a policy to conduct socialization or implement the equalization of the schools that submitted a proposal to hold acceleration learning programs, especially in the capital of several provinces.

Planning (takhtith) is the starting point of managerial activity. However a perfect management activity also needs a plan. Because planning is the first step for an activity by thinking about related things in order to obtain the optimal results.

⁴ Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

⁵ Direktorat Pendidikan Dasar Dan Menengah, *Pedoman Penyelenggaraan program Percepatan Belajar* (Jakarta: Departemen Pendidikan Nasional, 2003), page. 8.

To realize the objectives of the acceleration program at the school, then it is needed an effective and efficient educational management. The implementation of management in education, especially in the Acceleration Program is very important in an educational institution both in the planning and implementation of learning process, because by the existence of good management, an educational institution can find out how to manage and utilize all existing resources effectively and efficiently to achieve educational goals and also an expected success. If all components school learning is conditioned, which means that all matters related to the learning process is conditioned to serve the difference in accordance with the development of learners.

Besides a good school management, a systematic method of learning is an important thing which is cared in order the purpose of learning can be achieved well. Besides that the teachers also hold an important role where a professional teacher will be able to be a facilitator in providing skills that is needed by learners well, and that is not less important is the supported facilities in goal learning achievement.

Seeing the phenomenon above, MAN Malang 1 has been conducting an acceleration program as the response of public requesting (parents) and to provide appropriate services for the learners who have special intelligence and talented. MAN Malang 1, has graduated one period and 90% of acceleration program students are received in favorites university. Continually MAN Malang 1 keeps trying in improving the quality of services and implementation of

education for leading the learners who have special abilities (special intelligence) and have stability of Aqidah, humility of praying, science and technology graduation and moral grandeur so they can be accomplished in carrying the duties as the leader on earth.

MAN Malang 1 is a senior high school which is equal SMA based on Islamic religion. It is located on Baidur Bulan street No 40 Tlogomas, Malang and MAN Malang 1 is an institution organized by the Religious Department which has the advantages in Islamic understanding. Physically, the image shown is that having Islam. Reviewed from the institutional term, MAN Malang 1 has qualified academic staff in thinking, has a solid management are able to move all potency to develop the academic community of Malang MAN 1 creativity, and has future anticipatory and proactive ability.

Based on the description above, it is necessary to research about how acceleration learning program management in this institution. In this study, the researcher takes a title: THE MANAGEMENT OF THE ACCELERATION PROGRAM AT STATE ISLAMIC SENIOR HIGH SCHOOL OF MALANG 1

B. Statement Of Problem

Focused on the background that has been described above, then the problem can be formulated are:

1. How is the Planning of Acceleration Program in MAN Malang1?
2. How is the Implementation of Acceleration Program in MAN Malang 1?

C. The Objectives Of Research

According to the perceptions above and refers to the statement of problem that has been mentioned, this research has the objective:

1. To describe the Planning of Acceleration Program in MAN Malang1
2. To describe the Implementation of Acceleration Program MAN Malang 1.

D. The Significances Of Research

After determining the objectives, then the researcher determines the significances of Research or benefit from the implementation of a research, for both theoretical and practical. This research has utility as follows:

1. Theoretical Benefits, in theory, this research can be useful for
 - a. Development of science and determines information about the description of learning management in acceleration program.
 - b. The researcher herself, as media learning in actualizing the learning experience and practice critical thinking.
 - c. As a means to enhance and develop the knowledge obtained in college level.
 - d. An attempt to train herself in solving the existing problems critically, objectively and scientifically especially in management, as extra knowledge and writing insight about the Implementation of Learning Management Acceleration Program

2. Practical benefits, the researcher can practically exploit for:
 - a. MAN Malang 1, in order to add the scientists and can be used as contributions of idea to optimize the school attempts in improving the performance of the school committee.
 - b. The school committee of MAN Malang 1, in order to be evaluation in improving the role, performance, function and quality of learning of management which was held mainly in the acceleration program and also as a basic for taking policy in the future.
 - c. Elements of Society and government in order to support and cooperate with school committees in improving the quality of learning management, especially in the acceleration program in MAN Malang 1.

E. Scope and limitation of Research

Based on the title that the author researches and to keep the possibility of vagueness understanding of this title, then it is important for the writer to point out the scope and limitation to assist and facilitate in understanding. The scope and limitation of research are:

1. Planning of Acceleration Program, including the planning of acceleration program process, both of the recruitment students' process, teachers, curriculum planning and infrastructure.
2. Implementation of Acceleration Program, including the teaching and learning process in acceleration programs, strategy and learning methods.

As in this discussion if there is outside the above discussion, it is just as perfection, so this discussion gets the target.

F. Definition of Key Terms

In this thesis discussion will be discussed, as well as to avoid the others perception occurred about the terms existed, then it is needed for explanation about the definition of terms and restrictions. The definition and limitation of terms related to the title in writing this thesis is:

Management: Science and art in managing the process of human resources utilization and the other sources, effectively and efficiently to achieve certain goals. In short, management means the process of planning, organizing, moving and supervising or controlling.⁶

Acceleration Program: Acceleration program for learners who have incredible intelligence level or in other words a program to accelerate the period of study for learners who have a high intelligence level who deserve a special attention for accelerating their achievement and talent development.

G. The Study Systematic

Capture I Discusses about background of study, problems of the study, objectives of the study that will be gained, significance of study, scope and limitation and definition of key terms.

⁶ *Ibid.*, hlm. 3.

Chapter II is review of related literature. This chapter discuss about theories and research preview which same object. The contains of this Basic Concept of Management ,Learning Basic Concepts, The Concept of Learning Management, Implementation of Acceleration Program Management.

Chapter III is research method. This chapter describes many things that researcher do to collect data. Including in this chapter is Research Design, Data and Data Sources, Research Instrument, Data Collection and Data Analysis.

Chapter IV is research findings. This chapter consists of data, which has classified based on problem of study. According to problem of study there are Background of Object Result, Historical Review of Acceleration Program MAN Malang 1. Presentation of Data and Data Analysis: 1. Acceleration Program Planning in MAN Malang 1.2 Implementation of The Acceleration Program in MAN Malang 1.

Chapter V is discussion. Data has been founded analyzed and discussed in this chapter.

Chapter VI is conclusion and Suggestion. The researcher writes down the conclusion of this research on this chapter and several suggestions for institution and other researcher. Bibliography is containing of many literature that used by researcher.

CHAPTER II

STUDY OF THEORY

A. Basic Concept of Management

1. Understanding Management

According to the language, the word "management" comes from the word “*to manage*” that means “to arrange”. Arrangement is made through the process and managed by the sequence and the functions of management. So management is a process to achieve the desired goals.¹ According to another opinion, management is the science and art in managing the process of human resources utilization and the other sources, effectively and efficiently to achieve certain goals. In short, management means the process of planning, organizing, moving and supervising or controlling.²

While the Oemar Hamalik defines management is a social process correlated with the human effort overall by helping of humans and the other sources, uses the efficient and effective method, to achieve the goals is determined previously.³ Based on the description above, then there are some things that need to be explained further are:

¹ Malayu Hasibuan, 2001, *Manajemen: Dasar, pengertian dan masalah*, Jakarta: Bumi Aksara. page 1.

² *Ibid.*, page. 3.

³ Oemar Hamaliki, 2007, *Manajemen pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya), page. 28.

- a) Management is a social process, which is the process of cooperation between two people or more formally.
- b) Management is implemented by helping of sources such as human resources, material resources, sources funding and a source of information.
- c) Management is held by efficient and effective specific working methods, from manpower, funds, time and so on.

As Allah says in the Qur'an about responsibility:

كَانَ أَوْلِيَّتِكَ كُلُّ وَالْفُؤَادِ وَالْبَصَرَ السَّمْعَ إِنَّ عِلْمُ بِهِ لَكَ لَيْسَ مَا تَقْفُ وَلَا

مَسْئُولًا عَنْهُ ﴿٣٦﴾

It means: "*And do not follow what you do not have the knowledge that indeed hearing, sight and hearts, all that will be questioned*"(QS.Al-Isra '36)

Based on some description of management described above, so it can be concluded that management is cooperation between two or more people in order to achieve its goals by utilization of resources effectively and efficiently based on what has been determined. Management is needed by all any types of organizations, is required where a lot of people are working together to achieve organizational goals.

2. The Goals of Management

Management restrictions that have been described and made in the study foundation, the next is the art and science in the planning, organizing, directing, motivating and controlling people and working mechanisms to achieve the goal. Based on the definition, it means manager is someone who acts as a planner, organizer, manager, motivator and people controller and working mechanisms to achieve the goal.⁴

Basically, every activity always has a goal to be achieved. Goal is a result of (generalist) to be achieved through the management process. In this case, the purpose of management is something wants to be realized, which describes the specific scope and recommends the deployment to manager's effort. Based on the understanding above, at least it can be taken four main elements, they are:⁵

- a) Something wants to be realized (goal).
- b) Coverage (scope).
- c) Accuracy (definiteness).
- d) Direction.

According Shrode and Voich, the main goal of management is productivity and satisfaction. This goal is plural, such as improving the

⁴ H. B. Siswanto, 2006, *Pengantar Manajemen*, jakarta, Buni Aksara, page. 13.

⁵ *Ibid.*, page. 11.

quality of education/its graduation, the high gain/profit, the fulfillment of employment opportunities, social responsibility. These goals are determined based on the structuring and assessment towards the situation and condition of organization, such as the strengths and weaknesses, opportunities and threats.⁶

3. Management Functions

Management activity always leads to the attainment of organizational goals expected. To achieve this goal, management is always associated with the organizational function or it is often called managerial function.

Broadly speaking, Hasibuan divides the functions of management into 4, they are:

- a) Planning, the process of setting goals and the basis implementation, by choosing the best alternatives ever.
- b) Organizing, a determination process, grouping and setting of various activities which is required to achieve the goal, places the people in each activities, provides the necessary tools, establishes the authority, relatively is delegated to each individual who will perform the activities.
- c) Briefing is leads all subordinates, so they want to cooperate and work affectively to attain the goals.

⁶ Nanang Fatah, 2008, *Landasan Manajemen Pendidikan*, Bandung: Remaja Rosdakarya, page. 15.

d) Controlling, is measurement and improvement for the work implementation of subordinates, in order the plans have been made, to achieve the goal, can be held.

In order the educational management can be focus well and get results expected, in operating his activities, a manager must be able to show the basic functions of management, they are:⁷

a) Planning. To develop a plan, someone must refer to the future or determines the effect of fund outcomes or gains, decides the goals equipment or final result, develop strategies to reach the final goal, arranges a program, this is deciding the priority and the sequence strategies: budget or resources allocation, establish the new jobs procedures and develop the policy like the rules and regulations.

From the Al-Qur'an, function of Planning we can fine from Al Qur'an surat Al-Hasyr:18 :

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَاتَّقُوا اللَّهَ ۗ
 إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

It means: "Oh believers, fear God and that every soul into account what has been done for tomorrow (the other), and fear Allah, knows what you do"

⁷ Ibid.,page. 40-41.

Also in the hadith (Hadith CD-Kutub in Tis'ah) Prophet said:

إِنَّمَا الْأَعْمَلُ بِالنِّيَّاتِ وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَىٰ رَوَاهُ بَخَارِي

It means "*praise be to Allah, all the work starts with the intention, and that the work depends on the intentions (plans)*" (HR.)Bukhari: 01).

From the above verses and hadith, we can conclude that everything must be planned (intended). In an effort to manage learning that requires an intention (of the plan), a good planning

b) Organizing. Includes the activities create or hold new organizational structure to produce new products, and establishes a working relationship line between the existing structures with new structure, formulates the communication and relationships, creates the position descriptions and develop qualifications for each position indicates whether the plan can implemented by existing organizations or it is needed other people who have special skills. In Al-Quran surah Al-Imran verse 103 can be retrieved understanding of management functions, namely to organize (arrange). As word of God:

وَأَعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا فَمَا تَقُولُونَ ﴿١٠٣﴾

(c)

It means: "*And hold fast to the rope, all of you (religion) of Allah, and no messy divorce.*

With some of these verses indicate the need for unity in every action that a comprehensive, complete, powerful, and therefore God forbid divorce mess. This means that all organized in a way that is not fragmented between those and the other to be in the Office, in accordance with Islamic principles.

- d) Mobilization (actuating), covers the steps of delegation or responsibility devolution and accountability, motivates and coordinates in order the groups' efforts matches other efforts, stimulates the change if there is a difference or opposition to find a solution or settlement before conducting the next task.
- e) Supervision (Controlling), covers the activities of procurement reporting system which matches the overall reporting structure, develops the behavioral standards, measures the results based on the desired quality in related to the goals, performs the corrective action and describes the rewards. In Islam, the monitoring function can be expressed in the verses in the Qur'an Surat Al-Shoff paragraph 3:

كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ ﴿٣﴾

It means: "*It is most hateful in the sight of Allah that you say what you do not.*"

The verse gives to the threats and warnings against those who ignore the control of their actions. In the case of Islamic control Jawahir (1983: 66) very concerned about the form of themselves before making the monitoring of others. It is based on the Hadith of the Prophet, saying:

(الترميدى) حَاسِبُوا أَنْفُسَكُمْ قَبْلَ أَنْ تُحَاسِبُوا

It means "*Check yourself before considering others.*" *Look at your work before you see the work of others .* "(HR. Tirmidzi: 2383). (CD Hadits: Kutub at Tis'ah)"

4. The principles of management

The principles of management are the guides to managerial action or general truth which helps the managers decides what suppose to do in a certain situation. The principles in management are flexible it means that should be considered according to specific conditions and changed circumstances. According to Henry Fayol, a founder of the management theory from French, general principles of management consists of:⁸

- a) Division of work.
- b) Authority and Responsibility.
- c) Discipline.
- d) Unity of command.

⁸ Marigan Masry Simbolon, 2004, *Dasar-Dasar Administrasi dan Manajemen*, Jakarta, Ghalia Indonesia, page.34.

- e) Unity of direction.
- f) Giving priority to the interests of the organization above their own interests.
- g) Payment of employees' wages.
- h) Centralization.
- i) Hierarchy.
- j) Order.
- k) Fairness and honesty.
- l) Conditions stability of employees (Stability of tenure).
- m) Initiative.
- n) The unity spirit, esprit de corps.

B. Learning Basic Concepts

1. Understanding learning

Learning is teaches the students use the principles of education and learning theory which is a major determinant of educational success. Learning is a two-way communication process; the teaching is conducted by the teacher as an educator, while learning is conducted by a learner or pupil.⁹ Learning is also the actualization of the curriculum that guides the teachers' activation in creating and fostering learners' activities according to the plans that have been programmed.

⁹ Syaiful Sagal, 2009, *Konsep dan Makna Pembelajaran Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, Bandung: ALFABET , page. 61.

Hamalik argues that learning is a structured combination includes the elements of human, facilities, equipment and procedures which affect each other to achieve the learning goals.¹⁰

The concept of learning by Corey is a process where some one's environment is intentionally organized to enable him to participate in certain behavior in special conditions or produce a response to certain situations. UUSPN No. 20 of 2003 states the learning is a process of interaction between educators and learners and learning resources in a learning environment.¹¹

From some definition above can be concluded that learning is an activity where the activities is occurring an interaction between teachers and learners, in other words learning is a way how to prepare a learning experience for learners.

In learning, the teacher must master the principles of learning, selection and use of instructional media, the selection and use of teaching methods, the skills of assessing learning result of students, and selecting and using learning strategies. Indicated by Taba that learning effectiveness is influenced by the characteristics of teachers and learners, teaching materials and the other aspects related to the learning situation.¹² So in learning is directed to develop the thinking ability and the ability of mastering the subject

¹⁰ Oemar Hamaliki, 2001, *Kurikulum dan Pembelajaran*, Jakarta: Bumi Aksara, hlm. 57.

¹¹ Syaiful Sagal, *Op.Cit.*, page. 62.

¹² E.Mulyasari, 2005, *Implementasi Kurikulum 2004*, Bandung, Remaja Rosdakarya, page.

matter, where the knowledge source is from outside themselves, but it is constructed within the individual student itself.

Learning has two characteristics, they are:¹³

- a) In the process of learning involves the mental students' processes maximally, not only requires the students merely hear, note, but also requires the students' activity in the process of thinking.
- b) In learning builds the dialogist atmosphere and questioning process aimed continuously which is led to improve and fix students' thinking skills, which in turn the thinking skills that can help students to acquire the capabilities they construct by themselves.

In order to keep learning in a dynamic situation, teachers need to formulate clearly what the goals he wants to accomplish in learning implementation, this goal is not only about teaching material that must be recognized by teachers, but also emotional and social skills in using methods and learning approaching.

2. Learning Components

As a system, of course, teaching and learning activities contains a number of components that includes:

- a) The goal is an ideal to be achieved from the implementation of an activity.

There is no programmed activity without a goal, because it is something

¹³ Syaiful Sagal, *Op.Cit.*, page. 63.

that has no certainty in determining the direction where the activity will be taken.¹⁴

- b) Learning Materials is a substance will be delivered in the learning process. Without the learning materials, the learning process will be not running well. Therefore, teachers, who will teach must master and have the learning materials will be delivered to the students.
- c) Learning Activities (Teaching and Learning), this is the essence of education. Everything that had been programmed will be held in teaching and learning process.
- d) Method is a way that is used to achieve those goals. In teaching and learning activities, a method needed by teachers and its use is various according to the goals want to be achieved after the teaching ends.
- e) Equipment is everything can be used in order to achieve the goal of teaching. As everything can be used in achieving teaching goals, equipment has a function, such as: as a complementary tool, the tool as a maid and make it easier to accomplish goals and as a destination device.
- f) Lesson sources, which is meant the source material and learning is anything can be used as a place where there are teaching materials or origin to learn someone.¹⁵

¹⁴ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 1996), page. 48.

¹⁵Udin Saripuddin Winataputra dan Rustana Ardiwinata, *Materi Pokok Perencanaan pengajaran Modul 1-6* (Jakarta: Dirjen Binbaga Islam dan Universitas Terbuka, 1991), page 165.

g) Evaluation is an activity to collect data as broad as, as deep as, concerned with students' capability to determine the cause and effect and the study results of students can encourage and develop the learning ability.

3. Learning goals

In essence, the purpose of learning is expected result of any change, the behavioral change in students themselves after the process of learning. Learning objectives include the aspects of knowledge, skills and attitudes which are specifically formulated, operational and starting point in behavioral changing can be observed and measured.¹⁶

The existences of learning objectives are not only clarify the direction want to be achieved in a learning activity, but in terms of efficiency obtained maximum results. The advantages can be gained through the existence of the learning objectives are as follows:¹⁷

- a) Teaching time can be allocated and utilized appropriately.
- b) The subject can be made in a balanced way, so there is no subject matter to be discussed too deep or too little.
- c) Teachers can determine how many materials can be presented in each class period.
- d) Teachers can determine the sequence and series of lessons that can be presented in each class period.

¹⁶Oemar Hamaliki, 1994, *Pengembangan Kurikulum dan Pembelajaran di Perguruan Tinggi*, Jakarta, Trigenda, page. 70.

¹⁷ *Ibid.*, page. 34.

C. The concept of Learning Management.

Management concept, if it is translated in the learning activities, then according to Syaiful Sagala defined as a efforts and acts of headmaster school as a principal instructional leaders in schools and efforts and actions of teachers as leaders of learning in the classroom carried out in such a way, to obtain results in order to achieve the goal of learning school programs.¹⁸ This means that learning in school management is the management of workers in some units by personnel who were given authority to it, the end on the success of learning programs.

Teachers, students and teaching materials are the dominant elements in the learning process, three elements are inter-related, affect and support each other between one to another. If one element is missing, the other elements cannot be connected naturally and the learning process will not take place well. If the learning process is reviewed in terms of teachers' activities, it appears that teachers functions as decisions maker related to: 1) planning, 2) implementation and 3) assessment / evaluation.¹⁹

As planning, teachers should be able to diagnose the students' needs as subjects of study, formulate the goals of the learning process and set of teaching strategies are adopted to realize the formulated goals, as implementers of teaching plans that have been prepared, the teacher should consider the existed

¹⁸ Syaiful Sagala, *Op.Cit.*,page. 140.

¹⁹ Abdul Majid, 2005, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*, (Bandung: Remaja Rosdakarya), page. 91.

circumstances and condition, and try to "polish" every situation that appears to be a situation that enables ongoing learning activities. All of that requires adequate professional skills, when doing the evaluation, the teachers should be able to establish procedures and appropriate evaluation techniques, if the basic competencies that have been assigned to the planning activities have not been achieved yet, then teacher must reconsider the plan and its implementation in order to make improvements.²⁰

Thus, refers to the description above, then for the sake of the effectiveness of learning management, for school here as an educational leader must be able to achieve and implement the function of management includes:

1. Learning Plan

Abdul Majid says the learning plan is to arrange the steps will be implemented to achieve the intended purpose. Planning can be prepared based on the needs within a specific time according to the wishes of manufacturers planning. But the main thing is the made planning must be able to be implemented easily and precisely target.²¹

In the context of learning, planning is defined as the process of adjustment subject matter, the use of instructional media, in the time location which will be held during a future semester to achieve the specified goal.²²

²⁰ *Ibid*, page. 91.

²¹ *Ibid.*, page 15

²² Syaiful Sagala, 2009, *Konsep dan Makna Pembelajaran Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, Bandung: ALFABETA, page. 142

Lesson plans can be made in a year is called the annual program, in a semester called semester program and daily program called a unit of learning program.

a) The arrangement of the Annual Program

The annual program is a general program for each subject and each class, which was developed by subject teachers concerned.²³ This program needs to be prepared and developed by the teacher before the academic year, because it is a guideline for the development of subsequent programs, such as: semester programs, weekly programs and daily programs or learning programs for every basic competence. The sources can be used as material developments of annual programs include:

- 1) List of standard competence as a national consensus which is developed in the syllabus of each subject which will be developed.
- 2) The scope and business competence. To achieve the learning goals are required the arranged learning material in topics / themes which contain the main ideas according to the competence and learning goals.
- 3) Educational Calendar. The arrangement of educational calendar for an academic year refers to the efficiency, effectiveness and the rights of learners. In preparing the annual program needs to consider the

²³ E. Mulyasa, 2007, *Kurikulum Tingkat Satuan Pendidikan*, Bandung, Remaja Rosdakarya, page. 249

educational calendar shows how many hours of effective time can be used for learning activities, including in time off and others.

b) The arrangement of Semester Program.

Semester program contains the outlines of subject will be implemented and achieved in the semester.²⁴ This semester program is a spelling out of the annual program.

In general this semester program provides about month, presented subject, the planned time and descriptions.

The steps for preparing a semester program according to Syaiful Sagal are:

- 1) Read and understand the semester program in a year.
- 2) Analyze the basic capabilities of the premises subject by formulating the indicators of student achievement in each semester are programmed.
- 3) Determine the time allocation for each basic skills based on established educational calendar.

c) The arrangement of subject material unit program.

To help learners' learning progress, in addition the annual program, it is necessary to develop a subject material unit program. This program is a spelling out of the annual program and semester programs. Through this

²⁴ *Ibid.*, page 253.

program it can be known the achieved goals and which need to be repeated for each learner.²⁵

A good subject material unit program must meet the following criteria:

- 1) The material should refer to basic competence.
 - 2) Teaching and learning process must support the active learning and refers to the analysis of subject material.
 - 3) There is harmony among the capabilities, materials and assessment.
 - 4) Can be implemented.
 - 5) Easy to know and be understood.
- d) Educational Calendar.

Educational Calendar is the time setting for the learning activities of students during an academic year in education. Educational calendar includes the beginning of academic year, effective week of learning, effective learning time and holidays.²⁶ Study time setting at school or Islamic school refers to the content standards and it is matched to local needs, the characteristics of school or Islamic schools, the learners' needs of and society and the provision of government or local government. Some

²⁵ Mulyasa, 2005, *Manajemen Berbasis Sekolah “ Konsep, Strategi, dan Implementasi”* Bandung, Remaja Rosdakarya, page. 99.

²⁶ Khaeruddin, Mahfud Junaedi, 2007, *Kurikulum Tingkat Satuan Pendidikan (KTSP) Konsep dan Implementasinya di Madrasah*, Jogjakarta, P ilar Media, page. 103.

important aspects are considered in formulating educational calendar as follows:²⁷

- 1) The beginning of the academic year is the time for starting the learning activities at the beginning of the academic year in each educational unit.
- 2) Effective learning week is the number of learning week activities for each academic year.
- 3) Effective learning time is the number of periods for each week, includes the number of learning periods for all subjects including additional lesson, plus the number of periods for self-development activities.
- 4) Vacation time is the time which is set for the scheduled learning activity was not held.
- 5) Vacation time can be in the middle of the semester break, a break between semesters, the end holidays of academic year, religious holidays, public holidays including the national great days and special holidays.
- 6) Holiday breaks in the middle of the semester, a break between semesters, the end holidays of academic years are used for the preparation and administration activities in the end and the beginning of the year.

²⁷ *Ibid.*, page. 103-104.

- 7) School or Islamic school, in certain areas that require a longer religious holiday can set their own religious holidays without reducing the number of effective weeks of study and effective learning time.
- 8) School or Islamic school which requires specific activities can allocate time specifically effective without reducing the number of weeks of study and effective learning time.
- 9) Public or national holidays, or day determination together for each grade and type of education is adapted to the Regulation of Central Government Regulation / Province / county / city.

2. Learning Organizing.

Organizing as already noted by Hasibuan is a determining process, grouping and setting the various activities required to achieve the goal to place people on each of these activities, providing the necessary tools, establishing an authority relatively is delegated to each individual will perform these activities.²⁸

Organizing is as a whole process to select people and utilizing facilities and infrastructure to support those people's task in the organization. According to Gibson at al, the organizing covers all managerial activities are implemented to achieve the planned activities into a task structure, authority and determine who the organization wants.²⁹

²⁸ Malayu Hasibuan, *Op. Cit.*, page. 40

²⁹ Syaiful Sagal, 2008, *Administrasi Pendidikan Kontemporer*, Bandung, Alfabeta, page.50

3. Learning mobilization.

Learning mobilization is the spirit growing process (motivation) to employees in order to work hard and diligently and guide them in implementing plans to achieve effective and efficient goals.³⁰

In the learning context, in the school, the moving duty is conducted by head master school as instructional leader. While in the class context, mobilization is conducted by the teacher as learning responsible person. Therefore, the school principal as a leader and teacher as learning responsible person should be able to move the school elements to achieve learning goals together.

Mobilization in the learning process is carried out by educators with educational atmosphere in order students can do the learning tasks enthusiastically and optimize their learning ability well. The teachers' role is very important in mobilizing and motivating their students in doing learning activities, whether conducted in class, laboratories, libraries and other places that allow students to perform learning activities. Teachers are not only trying to attract students' attention, but also they should increase their students activities through approaches and appropriated methods to the subject materials presented by teachers.

4. Learning Supervision.

³⁰ *Ibid.*, page.144.

Learning Supervision is a broad concept that can be applied in humans, objects and organizations. Supervision is intended to ensure the members of organization carry out what expected by collecting analyzing and evaluating information and use it to control organization. So this supervision, reviewed in input, process, output and outcome.

After teaching plan has been arranged well, then the most important thing to be attended in this teaching learning process is an effective interactions among teachers, students and other learning resources so it ensures the learning experience occurred that leads to intended competencies mastery, teachers must conduct an evaluation by directed and programmed.

The “evaluation” term comes from the English language is "evaluation". According to Wand and Gerald W. Brown's evaluation is an action or a process to determine the value of one. Outcomes learning evaluation is an act or process to determine the value of learners' learning success after they experienced the learning process for a specific period. Evaluation is not only assessing an spontaneously or incidental activity, but rather an activity to assess something in a planned, systematically and targeted based on clear goals.³¹

³¹ Kunandar. 2009, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, Jakarta, Rajawali Pers, page. 377.

According Kunandar there are several reasons why it is needed to do the study result evaluation they are.³²

- a) With the outcomes learning evaluation can be known whether the learning goals have been achieved well or not and to improve and direct the learning process implementation.
- b) The evaluation activity of learning outcomes is one of the characteristics of professional education.
- c) When viewed from the institutional approach, educational activities are the management activities that include *planning, programming, organizing, actuating, controlling and evaluating*.

D. Acceleration Program

1. Definition of Acceleration

Colangelo (in Hawadi) mentions that the “acceleration” term refers to the provided services (service delivery) and delivered curriculum (curriculum delivery). As a service model, acceleration can be interpreted as a model of service learning by jumping classes. For examples for students who have high ability are given the opportunity to take lessons in the higher grade. Meanwhile, the model curriculum, acceleration means speeding teaching materials than it should be mastered by students at that time so that students

³² *Ibid.*, page. 378.

can complete his studies program earlier. This can be done by analyzing the subject material with essential and less essential materials.³³

The program generally fulfills the learners' needs of who have specific characteristics in cognitive and affective development. Specially, it provides the services to talented students to complete education more quickly than usual.³⁴

Students who have completed junior high school level (secondary school) or senior high school during 3 years, can complete the curriculum materials (which are diversified) within 2 years. Based on the above understanding, it can be understood that the acceleration is learning service program for those who have high ability in order to complete their studies according to their speed and ability.

2. The form of Acceleration Program Implementation.

- a) Special program, students who have incredible intelligence gather with students who have ordinary intelligence.
- b) Special classes, students who have exceptional ability are placed in special classes.
- c) Special schools, students who are studying in this school are those who only have the ability and incredible intelligence.

³³ Reni Akbar-Hawadi (Ed), *Op.Cit.*, page.. 5-6 .

³⁴ *Ibid.*, page.122.

There are many things that support the least successful or not of this program. They are infrastructure includes teachers and books. In this class, the teacher must have the qualifications and special skills, qualified, experienced, trained and always ready to adjust with their students.

3. Acceleration Strategies.

Strategy of how to learn quickly in the Accelerated Learning is a guidance of methods are divided into six basic steps that can be remembered easily by using the abbreviation M - A - S - T - E - R. This word was created by leading trainers of Quick Learning Method (CBC) Jayne Nicholl. The definition of M-A-S-T-E R by Colin Rose and Malcolm J. Nicholl is as follows:

a) M is Motivating Your Mind (Motivating Thoughts)

In motivating thought, someone must be in a state of mind which has "rich sense". It means that must in relax condition, confident and motivated.

b) A is Acquiring The Information (Acquiring Information)

In learning, someone needs to take, acquire and absorb the basic facts of learned subjects' lesson through the appropriate way in your preferred sensory learning.

c) S is Searching Out the Meaning (Investigating the Meaning)

Changing the facts into meaning is an essential element in the learning process. Embedding information in memory requires someone to investigate thoroughly the whole meaning by exploring the material subject.

d) T is Triggering the memory (Triggering memory)

Memory is permanent or temporary, it is highly depend on how the power of information is "transferred" for the first time in the brain. That is why it is very important to learn by involving the senses of hearing, sight, speech and work, and also involving positive emotions. All these factors create a strong memory.

e) E is Exhibiting What You Know (Flaunt What You Know).

To know that someone has already understood what he learned can be done by several techniques. Firstly, by testing himself. Prove that he really has known a subject by deep knowledge, not just superficially. Secondly, practice what is learned to the friends.

f) R is the Reflecting How You've Learned (Reflect How You Learn).

Someone needs to reflect their learning experience, not just on what has been learned, but also on how to learn it. In this step, someone researches and tests his own learning. Then conclude the best techniques and ideas for his self. Review and reflect the learning experiences can help change the hard barrier reef to be a stepping stone to leap forward. Once could learn a combination of personal intelligence and the preferred way of

learning, then learning potency will open widely. Self-monitoring, self-evaluation and constant introspection are key characteristics that self-motivated learners must have.

4. Implementation of Acceleration Program Foundation

a) Law Foundation

Operation of special education for students who have the potential of intelligence and / or special talent in Indonesia use the law foundation, some of them are as follows:³⁵

1) Rules No.20 of 2003 on National Education System:

a) Article 3, "National Education functions to develop the ability and build character and of the dignity nations civilization in the framework, to build the intellectual life of the nation, aimed for developing students' potency to be a faithful man and devoted to God Almighty, good personality, healthy, knowledgeable , capable, creative, independent and become democratic citizens and responsible. "

³⁵ *Ibid*, page. 4.

- b) Article 5, paragraph 4, "Citizens who have the potential of intelligence potency and special talents deserve a special education."
 - c) Article 32 paragraph 1, "Special education is an education for learners who have difficulties in following the learning process because of physical defect, mental, social, or have the intelligence potency and special talents."
- 2) Rules no. 23/2002 on Child Protection Article 52, "Children who have the advantage are given opportunities and accessibility to receive special education."
 - 3) PP. 72/1991, regarding Special Education.

b) Theoretical foundation

The use of the “intellectual potency” term and special talents closely related to used of theoretical foundation. The intelligence potency related to intellectual ability, while the talent is not just limited to the intellectual ability. Presented by Feldhusen (United States Office of Education), talented children are children identified by someone who have professional qualifications. Children who have been able to demonstrate their achievement and / or the potential capabilities in several fields such as:

- 1) The ability of general intelligence.
- 2) Specific academic ability.

- 3) Thinking productive and creative.
- 4) Leadership ability.
- 5) The ability in arts and
- 6) Psychomotor ability

c) Philosophical Foundation

Implementation of acceleration learning programs based philosophy with regard to:³⁶

- 1) Humans as creatures of God Almighty has been equipped with various potency and capabilities as gift that should be used and developed, and should not be wasted. Education and the environment serve to develop this potency in order to be actual in the life, so it is useful to the person, society and nation, and be equipped to devote themselves to God.
- 2) In national development, the human is central, as the subject of development, Indonesian human are developed to be a complete human being, who developed all the dimensions of its potency naturally. Educational services are less regard to the potential child, not only would harm the child itself, but will bring greater harmful for educational development and acceleration of development in Indonesia.

³⁶ *Ibid.*, page. 24-27.

- 3) National Education tries to create a balance between equal opportunity and fairness. Equal opportunity means open opportunities as large as possible to all learners from all social level to get education. To achieve excellence in education, so it is needed an intention by providing treatment according to the objective conditions of the learners. The fair educational treatment to the experts is based on interests, talents, abilities and intelligence of learners.
- 4) In an effort to develop the skills of learners, education refers to the principles of balance and harmony.

d) Historical foundation

Government efforts to provide special education services for the PDCI / BI has been conducted since 1974 in some form of service with the model.³⁷

- 1) PPSP by advanced approach continually and mastery learning.
- 2) Special and pre-eminent classes.
- 3) Excellent schools in some provinces.
- 4) Private schools with its plus curriculum.
- 5) Modern Islamic Boarding House with its dormitory.
- 6) Providing scholarships to smart special students.

5. The Principles of Acceleration Program Organizing

³⁷ *Ibid.*, page. 31 .

a. Autonomy

The implementation of special education for the PDCI / BI, have the flexibility to manage programs and finances independently to make continual improvements. The autonomy principles can be understood by understanding the characteristics of education decentralization. The principles of education decentralization in effecting policy of school autonomy, such as:³⁸

- 1) Multidimensional and flexible for changing and developments.
- 2) Includes multi-stakeholder and encourage their participation.
- 3) Management program must be done democratically, transparently according to school conditions and the availability of qualified human resources.
- 4) There are not local, narrow, primordial and sentiment of certain groups, but it always refers to the national education goals.
- 5) The institutions and programs development in a bottom-up through optimal resource utilization.

b. Participation

Participation means the mental and emotional involvement of people in a group (community) that encourage them to contribute for group goals with the various responsibilities for reaching the goal. Through this participation it is expected, the society willingly gives

³⁸ *Ibid.*,page. 6 .

attention, sacrifice and cooperation to improve the quality of the acceleration program existence.

c. Accountability

Accountability is obligation / someone or a collective leadership of organization responsible and explains the performance of the parties to demand the answers and explanations on the results of all actions. Special education performance accountability for the PDCI / BI includes three aspects which represent a synergy, those are: managerial accountability, accountability process and accountability program.

d. Quality Assurance

Quality assurance is the determination of quality based on the standards created by the government or school administration of acceleration program. Quality assurance is a quality determination based on a standard that includes some indicators: input, process and output. In the implementation of special education for the PDCI / BI overall indicators include: organization, curriculum, learners, teachers, education personnel, educational facilities, financing, community participation and evaluation.

e. Transparent evaluation

Evaluation is a process to make decisions with the information obtained. Evaluation is more directed in answering questions about how a

process of the implementation of special education for the PDCI / BI is held or how to obtain the result of final program.³⁹

6. The Reasons of Acceleration Program

By the convening this program, there are several reasons that make sense.

- a) The reasons of Pragmatic social efficiency of education provision. Because Indonesia is so big, with so many people, viewed the problem of human resource development, but lack of funds for education, so it is better utilizing a little funds that are more significant to spur the intelligent children born an elite group of skilled to improve the condition of this nation more quickly, than a little money was divided evenly distribute to all children but the impact is not significant.
- b) Creating a relative homogeneous class so that the students who feel wonderful (intelligent) is not harmed by the delay in ordinary students' learning. It is Often complained many teachers, intelligent children in heterogeneous classes tend to get bored quickly and the learning tend to interfere. Therefore, these smart kids need to get special services.

In separated classes from regular class children. That way, the class management becomes easier.

³⁹*Ibid.*, page. 9.

- c) Give an award (reward) and protection of human rights to learn more quickly in accordance with their potency.⁴⁰

7. Acceleration Program Objectives

According to Nasichin (in Hawadi), There are two objectives to be achieved with the acceleration program for those who have a greater ability, those are the general purpose and special purpose.

a. General Purpose

- 1) Providing services to the learners who have special characteristics of cognitive and effective aspects.
- 2) Fulfilling their human rights as the learners in accordance with her educational needs
- 3) Fulfilling the intellectual interests and perspectives of the learners' future.
- 4) Preparing students to be the future leaders.

b. Specific Objectives

- 1) Respecting the learners who have exceptional ability and intelligence to be able to complete their education more quickly.
- 2) Encouraging the students in improving the quality of spiritual intelligence, intellectual and emotional balanced.

⁴⁰ Waras Kamdi, *Kelas Akselerasi dan Diskriminasi Anak*, Kompas, 24 dan 26 Juli 2004 (<http://www.Google.com>).

- 3) Improving the effectiveness and efficiency of the learning process of the learners.⁴¹

8. The Benefits of Acceleration Program

Southern and Jones mention some of the advantages of the implementation of an acceleration program for talented students:⁴²

a. Improving efficiency

Students who have been ready with teaching materials and mastering the curriculum at the previous level will learn better and more efficient.

b. Improve the effectiveness

Students who are bound to learn at grade level prepared and master skills before, that is the students the most effective students.

c. Award

The students who have been able to achieve a certain level surely obtain proper credit for achievement

d. Increase time for career

A reduction in learning time will increase students' productivity, income and personal life at another time.

e. Opening the students in his new group

⁴¹Reni AkbarHawadi ed, *Op.cit.*, page. 7-8

⁴² *Ibid.*,page.7-8.

- f. With acceleration program, students are allowed to join other students who have the same intellectual and academic ability the same.

9. Weakness of Acceleration Program

Southern and Jones mention four things that have the negative potential in the process of acceleration for talented students:⁴³

a. In terms of the academic

- 1) Teaching materials is too high for the students.
- 2) it can be the acceleration ability of students looks beyond their peers only in temporary.
- 3) Although academically eligible, the acceleration students as possible immature socially, physically and emotionally in a particular grade level.

b. In terms of the social adjustment

- 1) Students will be encouraged to excel in their academic fields, so they are lack of activities time with their peers.
- 2) Students will lose their important social activity in actual age.
- 3) Students who are older classmates will likely reject it, while the acceleration students will lose their time playing with their peers.
- 4) Students who are older classmates might not agree to give attention and respect to the classmates' younger age.

⁴³*Ibid.*, page. 8-9.

c. Less Opportunity in Extracurricular Activities

Most of the extracurricular activity is closely related to age. It causes the acceleration students will face an old classmate and do not give them a chance. It will cause the student will lose their important and valuable opportunity outside the normal school curriculum. As the result, they will lose their important opportunity related to his career in the future.⁴⁴

d. Emotional Adjustment

- 1) Acceleration students will experience eventually “burn out” under the pressure that exists and is likely to be underachiever.
- 2) Acceleration students will be easily frustrated with the pressure and achievement demand.
- 3) There is pressure in achievement demand that makes the students lose the opportunity to develop their hobby.

10. Acceleration Program in Islamic Perspective.

God also says in the Qur'an. Az-Zukhruf: 32

أَهُمْ يَقْسِمُونَ رَحْمَتَ رَبِّكَ ۗ نَحْنُ قَسَمْنَا بَيْنَهُمْ مَعِيشَتَهُمْ فِي الْحَيَاةِ الدُّنْيَا ۗ وَرَفَعْنَا بَعْضَهُمْ
فَوْقَ بَعْضٍ دَرَجَاتٍ لِيَتَّخِذَ بَعْضُهُمْ بَعْضًا سَخِرِيًّا ۗ وَرَحْمَتُ رَبِّكَ خَيْرٌ مِّمَّا يَجْمَعُونَ ﴿٣٢﴾

It means: "*Are those who divide the mercy your god? We have determined between them their livelihood in the life of the world, and we*

⁴⁴ *Ibid*, page.10-11.

have improved some of them over others some degree, so that they can use some part of it?. And the mercy of thy Lord is better than they collect'

Quraish Shihab in al-Misbah explains surataz-Zukhruf verse 32 that We (Allah) had divided their means of livelihood in the life of the world, because they cannot do alone and we have raised most of their possessions, knowledge, strength and others over others raising some degree, for some of them can use some of the others. So that they can be mutually mutual assistance in supplying their daily needs because everyone needs each others in searching and organizing their lives.⁴⁵

It can be taken the lesson that God has raised some degree of human upon the others. There are rich and some are weak, some are clever and some are stupid, some are advanced and there are some others, because the best man is who can provide benefits to the others. If human is given an equal position, it will be there competition among them, another one does not want to help others.

In connection with the acceleration program, it can be concluded that God has created human with some kinds of difference. In terms of intelligence, God gives several advantages for some people, in this case, those who have special intelligence or special talent. To develop its potential

⁴⁵Quraish Shihab, 2002, *Tafsir Al-Misbah Pesan, Kesan dan Keserasian Al-Qur'an*, (jakarta, Lentera Hati), page. 561.

it needs quality education that could be beneficial for themselves and others to the fullest.

E. Management of Acceleration Program

1. Planning the Accelerating Program

The talented students who received at the acceleration program developed by the government must be the students who have the intelligence potency, special talents have general intellectual ability that function at the level of intelligence, the capable creativity, and attachment to the duty that is fair. Before the admission of learners is conducted, firstly it should hold participant recruitment of acceleration program to get the input, process and good output that is based on two phases, phase 1 and phase 2.

a. Student Recruitment

1) Phase 1

Phase 1 is done by examining data document of the selection of New Student Admission (PSB). Passing the phase 1 criteria based on the certain criteria based on the score of the following data.

- a) Pure Ebtanas Value (NEM), elementary or secondary school.
- b) Scores of academic selection tests.
- c) Psychological test score that consists of clusters, that intelligence is measured by using a CFIT test of 3B scale, creativity is measured by using Creativity Test-Short Battery, and a task Commitment is

measured by using revision TC-YA/FS scale. In addition to these general ability factor, to see the personality factors, also conducted the achievement motivation tests, self-adjustment, emotional stability, perseverance, and independence by using a test instrument Epps revised. Typically, the percentage which passed in this stage ranged between 15-25% of the total number of the students accepted in the selection of the New Student Reception.

2) Phase 2 Screening

Filtering is done by the following two strategies:

- a) Subjective Data Information Strategy Information, subjective data is obtained from the observation process that is cumulative. The information can be obtained through the check list of behavior, nominated by teachers, nominated by parents, nominated by peers, and nominated from ourselves.
- b) Information Strategy Information Objective, data objective data is obtained through the tools means of more complete tests that can provide the information that is more diverse (differentiated), such as Indonesia Collective Intelligence Test (TIKI) with eleven subtests, the test of Weschler Intelligence Scale For Children Indonesia Adaptation with ten subtests, and Verbal Creativity Test Battery with six subtests.

Those both strategies can be used together to give more complete information and full about the students who have high levels of intellectual giftedness and expected to be able to follow the Acceleration Program (usually filtered amounts ranging from 3-10%).⁴⁶

b. Curriculum Planning

The load of curriculum materials for the accelerating program is not different from the standard curriculum that is used for the regular programs. The difference lies in the re-structure of teaching program in a shorter time allocation. This accelerating program will be the curriculum standards that are usually taken by high school students in three years and will be only two years. In the first year, the students will learn all the material of grade 1 plus grade 2 and a half of material. In the second year, they will learn the material remaining class 2 and all the material of class 3.

The rearrangement of learning programs on curriculum standards that is usually provided with the allocation of nine semesters to be six semesters is done without reducing the content of the curriculum. The key lies in the analysis of curriculum materials with academic calendar specially made. As known, for the intellectually talented students with high talent, not all the standard curriculum materials need to be delivered in the

⁴⁶ Reni Hawadi-Akbar (Ed), *Op.Cit.*, page. 122-123.

form of face to face or by the same studying rhythm with the regular students.⁴⁷

Therefore, every teacher who teaches acceleration class is necessary to firstly analyze the subject matter to determine the essential nature material and less. A material is stated having an essential concept if it fulfills the following criteria: (1) basic concepts (2) the concept that becomes the basis for the following concepts, (3) the concept which is useful for applications, (4) the concept that often appears in Ebtanas; (5) the concept that often appears in UMPTN of high school. The Subject matter identified as an essential concept is the priority to be given directly, and the materials which are non-essential, the learning activities can be done in the form of independent activity.⁴⁸

2. The Implementation of Acceleration Program

Because the students have the ability and excellent intelligence, so the teachers power ideally also have the excellent potency both in terms of the material mastery and teaching methods. However, these ideal conditions seem difficult to achieve, so the regular teacher for the acceleration class is selected

⁴⁷ *Ibid* .,page.123.

⁴⁸ *Ibid.*, page.124.

existing teachers and the selected teachers will be the best among the other existing teachers.⁴⁹

As discussed also by Ulya Latifah Lopez (in Reni Akbar-Hawadi) that the teacher who teaches an acceleration program is the regular teachers who also teach the regular program. It's just before they were prepared in a workshop and workshop, so that they have an understanding of the need of educational services for talented children, the skill sets Teacher Work Program (PKG), the selection of learning strategies, preparation of field notes, and doing instruction evaluation for the acceleration program students.⁵⁰

Based on the characteristics of supernormal children it can be predicted how the demands of the conditions to which can serve their needs. By considering with these basic thoughts for, teacher for children supernormal must have the intellectual ability and personality that allow the teachers to follow the talent and interest of their students appropriately. The characteristics that may be required for the Supernormal child are:

- a) Must have a high intelligence but not necessarily genius level.
- b) Control the field of study which is its responsible intensively.
- c) Always increase the knowledge, follow the development of the world horizon of knowledge that drive rapidly to avoid backward with their students.

⁴⁹*Ibid.*, page. 48.

⁵⁰ Reni Akbar-Hawadi (Ed), *Op.Cit.*, page. 124.

- d) Expert didactic and curriculum.
- e) Extensive experience in education.
- f) Master of high competence of teaching and learning strategies.
- g) Smart to choose the students-centered methods.
- h) Understand the perfect evaluation technique.
- i) Record all activities of the supernormal students neatly and completely and documented.
- j) Willingly like his duty so that they can be with their students.
- k) Should really know the life of the supernormal students.
- l) Should be rich in these plans of activities or several management techniques that really ripe so it can ensure the function of teachers as a resource for the students and etc.

3. Facilities Infrastructures

Learning infrastructure is something that is not directly related to the daily learning process. But it influences the learning conditions. Infrastructure is associated with the material covered and the tools used. For example, when teachers use the OHP with the lecture method, of course it must be in a comfortable room, sit on a chair and desk, so if students should write it can be done well. But if teachers use the environment as the source of learning of

course it is conducted outside the classroom, there is no need air-conditioned room.⁵¹

For the schools that carry out an acceleration program, expected to fulfill the means of supporting learning activities suitable with students' abilities and intelligence that includes infrastructure and learning facilities. So that can be used to fulfill the learning needs and distribute intelligence capabilities, including talents and interests.

The learning infrastructures, such as: Principal Room, Master Room, BK Room, TU Room, the student council room, Classroom, LAB, Library, Canteen, Cooperation, Musholla, Hall, Sports Field, and bath rooms.

And the Study Facilities, including:

- a. Learning resources: package Books, the complement books, reference books, reading books, magazines, newspapers, modules, worksheets, Video Cassette, VCD, CD-ROM, and so on.
- b. Instructional media: radio, cassette recorder, TV, OHP, Wireless, Slide projector, LD / LCD / VCD / DVD players, computers, and so on.
- c. The existence of Information Technology (IT) appliance: Internet networks, and others.⁵²

⁵¹ Conny R Semiawan dan Djeniah Alim, *Op.Cit.*, page. 77.

⁵² Direktorat, *Op.Cit.*, page. 50-51.

4. Strategies and Methods in Teaching-Learning Process

This stage is the stage of implementation or the implementation of the plan that has been made in advance. In this stage, the teaching-learning process is made. Teachers do the interaction through that the application of methods of teaching and learning strategies, and utilize the media, facilities and learning resources available to achieve those objectives which have been determined.

Generally, the methodology of teaching in acceleration class is similar to the regular classes, such as: lecture, question and answer, demonstration, experiment, mastery, laboratory practices, and field practice. But the difference in acceleration class is more attention to effectiveness and efficiency. The trick is by choosing the materials that are considered essential and non-essential. Non-essential materials in acceleration class learning are presented in the form of independent tasks, and the other hands the essential material uses more diverse teaching methods. Besides face to face with the teachers, experiment with direct guidance by teachers also can be scheduled to learning by inviting the experts to the classroom.⁵³

Stated by Carroll and Bloom (in Siskandar), Recalling that the students of accelerating program have a good intelligence, so it requires appropriated teaching-learning strategies with their abilities so the ability optimally is accommodated. Teaching and learning activities of acceleration

⁵³Edi, *Jangan Paksaan Anak Masuk Kelas Akselerasi*, Kompas, Senin 27/5.

program are advised to apply the teaching or services the individual and teaching group. Provisions of educational services individually have implications in the management of the additional manpower and facilities and funds. Therefore the combination of individual and group services is held with the understanding that generally education services provided in the group of learners who have the ability and intelligence in the fields or the same subjects. Although the teaching learning activities are done in groups, the assessment of the progress of learning outcomes and the speed of student learning is the assessment of the individual ability of each learner. Unless the assessment is designed to determine the ability and learning progress or the results of group works.⁵⁴

It is almost same, individual service delivery and also service groups are mentioned the Directorate of Primary and Secondary Education which states that teaching and learning activities of acceleration program are aimed at the studying process of completion or Master Learning. In addition, acceleration program learning strategy is aimed to encourage the students actively and creatively in accordance with the intelligence potency and the talent of each by respecting to the harmony and balance among the dimensions of learning goals, the development dimension of competition and cooperation, holistic capacity development dimension and the ability of

⁵⁴ Siskandar, *Op.Cit.*, page 3.

elaboration, through raising dimension of inductive and deductive thinking, and the development of integrated science and technology and IMTAQ.⁵⁵

Mastery learning approach is one of the individual teaching approach in which teaching is designed to deliver the students to the level of mastery in particular by giving attention and regulating individual differences of the students by giving them attention and regulating students' individual differences by adding a corrective feedback techniques specifically for teaching in the classroom and providing additional learning time for students in need.⁵⁶

For the successful progress and speed of student learning, it needs to develop a model of learning service that allows students to learn continuously and not sustainable in the allotted time designated in the activities of direct learning. Therefore, it is necessary to develop the appropriate learning media that is by using a module or a package of effective learning to achieve the objectives that were defined clearly and specifically.⁵⁷

In the implementation of acceleration programs is avoided from the attainment of intellectual aspects only. Therefore, in teaching and learning activities, it should create an atmosphere that allows the development of all dimensions of education such as temperament, personality, intellectual,

⁵⁵ Direktorat, *Op.Cit.*, page 43

⁵⁶ Mbulu, *Pengajaran Individual: Pendekatan, Metode, dan Media, Pedoman Mengajar Bagi Guru dan Calon Guru*, (Malang: Yayasan Elang Mas, 2001), Page. 4

⁵⁷ *Ibid.*, page. 89.

emotional, and social progress and development can reach a balance among all these dimensions.

CHAPTER III

RESEARCH METHOD

A. Approaches and Types of Research

This research uses the paradigm of descriptive-qualitative approach. Bogdan and Taylor define "Qualitative Methodology" as a research procedure that produces descriptive data in the form of words written or spoken of the people and behaviors that can be observed. According to them, this approach, directed at the background and individual in holistic (completely). So, in this case should not isolate the individual or organization into a variable or hypothesis, but need to see it as a part of the wholeness.¹

This study aims to describe the empirical reality as a phenomenon in detail and thoroughly, and to reveal the indication holistically contextual through data collection from the natural background by using the self-researcher as the key instrument.

The type of research in this thesis is Case Study. In this discussion, the researcher took the research location in Madrasah Aliyah Negeri Malang1 (State Islamic Senior High School of Malang 1), because it is based on the title being investigated. MAN Malang 1 is one of the institutions that has conducted an acceleration program and also has succeeded in functioning the management well

¹ Lexy Moeloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), page. 5.

and so that within a short time, MAN Malang I can develop well and has been named by the government as the favorite No.2 after MAN 3 Malang which strives constantly to establish good relations with the society.

Gempur Santoso said that the case study is the general research which aims to study in depth of an individual, group, institution, or society specifically about the background, current situation, or the interactions that occur.²

B. Attendance Researcher

In qualitative research, the researcher as the human instrument serves as an executor, an observer, as well as data collectors. As the executor, the researcher is carrying out research in MAN Malang 1 in acceleration program. As the observer, the researcher observed how the planning, implementation of acceleration program, or other matters relating to the management of acceleration program learning in schools examined.

In qualitative research, the researcher alone or with other assistance is the primary data collectors. In this case, as stated by Lexy J. Moeleong, the position of researcher in qualitative research is quiet complex. He once was as planners, implementers of data collection, analysis, data interpretation and in the end he became the reporter of research results.³

²Gempur Santoso, *Fundamental Metodoogi Penelitian Kuantitatif dan Kualitatif*, (Jakarta: Prestasi Pustaka, 2005), page.30.

³ Lexsy J.Moleong, *Op.Cit*, page. 168.

Based on the view above, basically the researcher's presence here is not only the instrument she is also the important factor in all research activities.

C. Research Location

This research was held in MAN Malang I Jl. Baiduri Bulan 40 Malang, because according to the title researched, MAN Malang I was one of the institution that has held the acceleration program in recent years and MAN Malang I was one of the top schools in the city of Malang, has a strong management that is able to mobilize all the potential to develop the creativity of academic community in MAN Malang I, and have the ability of the future anticipatory and proactive.

D. Data Source

The purpose of data sources in a research, according to Suharsimi Arikunto is the subject of where the data obtained.⁴ Meanwhile, according to Lofland, cited by Moleong, the main data sources in qualitative research is the words or actions, the rest is the additional data such as documents and others.⁵

Source of data in a research is the source from which data can be obtained. When the researchers use questionnaires or interviews in the data collection, the source of data is called the respondent, the people who respond

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: PT Bima Karya, 1989), page. 102.

⁵ Lexy, *Op.Cit.*, page. 112.

and answer the questions of the researcher, whether written or oral questions. If the researcher uses a technique of observation, the source of data can be a thing, motion or process of something. If the researcher uses documentation, the documentation or notes are the sources of data.⁶

The data sources used in this research include:

1. The main data source (primary) is a direct source of data collected by the researcher (or the officers) from the first source.⁷ The primary data source is the data collected, processed and presented by researcher from major sources. In this research, the source of primary data obtained and collected directly from informal through observations, field records and interviews from:
 - a) The headmaster of MAN Malang 1
 - b) The chairman of Acceleration Program
 - c) The teachers in acceleration class of MAN Malang 1
 - d) And one of the students of acceleration program
2. Additional data source (secondary) is the data that might otherwise be arranged in the form of documents. The data are intended to complement the primary data from research activities. The secondary data in this study are:
 - a) Documentary, the history of acceleration program in Malang 1 MAN
 - b) Vision, mission and objectives, reasons, benefits of Acceleration Program in MAN 1 Malang

⁶ Suharsimi Arikunto, op.cit., page. 129 .

⁷Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 1998), page. 84.

- c) The organization structure of Acceleration Program in MAN 1 Malang
- d) The condition of Teachers, Students of Acceleration Program in MAN 1 Malang

E. Procedures of Data Collection

In this study, the author used three kinds of data collection techniques, namely:

1. Observation Method.

Observing is looking at the event, motion or process.⁸ Observation is the first method used in conducting scientific research.⁹ In this case the researcher observed:

- a) The implementation of acceleration programs learning in MAN 1 Malang
- b) School activity of acceleration program, the process of implementing of acceleration program.
- c) The infrastructure facilities of acceleration program.

It aims to find out over the teaching and learning activities (KBM) in an acceleration program in MAN 1 Malang

2. Interview Method

Interview is conversation with some purpose. The conversation was conducted by two parties, the interviewers who ask questions and respondents

⁸ Suharsimi Arikunto, *Op.Cit.*, page. 189.

⁹Koentjaraningrat, *Metode-metode Penelitian Masyarakat*, (Jakarta: PT Gramedia Pustaka Utama, 1997), page. 109.

who give answers to the interviewers, in this case, the interview held by the researcher and the respondents were realized in a room that has been determined and the accordance time with agreements between researcher and respondent. The interview differentiated in terms of implementation,

In this study, the researcher used the free guided interview technique, where the researcher took series of questions concerning:

- a) Understanding the process of implementing of acceleration program / recruitment of student acceleration.
- b) Curriculum Planning of acceleration program learning (Annual Program, Semester Program, Syllabus, Lesson Plan) made by the teachers, compiled by staffs at acceleration program, and the implementation of acceleration program
- c) Teaching-learning process of the student of acceleration program, the planning, implementation, methods and etc. are to determine if the learning is in conformity with the objectives of education in general for acceleration program

It is Also to ask other matters related with the explanations that have been presented by research subjects.

3. Method of Documentation.

Documentation is related matters or variables in the form of notes, transcripts, books, newspapers or records relating to the discussion of the Implementation of Acceleration Program Management in MAN 1 Malang

both of written notes or photographs (images). Among the documentation the researcher used is to retrieve the data set such as academic calendar, the acceleration program equipment, the learning outcomes of student acceleration program MAN 1 Malang.

F. Data Analysis Technique

In this study, the way to analyze the data already obtained is by describing (no statistics), which the researcher conducted research by describing the data obtained by the words or phrases that are separated for the category to obtain conclusions which is intended to know something about what and how, how much, how far, and so on.

Generally, descriptive research is non hypothesis research. Descriptive research is differed into two types of research based on its data characteristics, those are explorative descriptive research and developmental descriptive research.¹⁰

In this case, the author uses descriptive explorative nature, by describing the situation or the phenomena status. Researcher wants to know everything is related to the something condition.¹¹ By trying to solve the problems existed in the problem statement and analyze the data obtained by using a sociological approach.

¹⁰ Suharsimi Arikunto, *Op.Cit.*,page. 195.

¹¹ *Ibid.*

G. Checking Validity of Findings

Checking the validity of data based on certain criteria. The criteria consist of the degree of confidence (credibility), changing, dependence, and certainty. Each of these criteria uses the self-examination technique. The data examination in degree of confidence Criteria carried out by:

1. Persistence of observation intends to find the features and elements in a relevant situation to the issue being searched and then concentrate on those things in detail;
2. Triangulation is a checking of data validity technique that utilizes something else out of the data for checking purposes or for comparing the data. This study uses data source triangulation by "comparing the data obtained from the field or called primary data with secondary data which is obtained from several documents and references that discuss the same thing. The technique is useful to know the implementation of acceleration program learning management in MAN 1 Malang.

H. Research stages

In this study, there are several stages of research:

1. Pre field Stage

- a) Selecting the field, figuring that MAN Malang 1 is benefit Islamic school which have good management and has held Acceleration Program in Malang.
- b) Taking care of licensing, either informally (school participation), and formally (to Islamic Department (DEPAG) Malang).
- c) Conducting the field assessment, to conform to MAN Malang 1 as the object of research.

2. Fieldwork phase

- a) Conducting the direct observations to MAN Malang 1 against the Implementation of Acceleration Program Management, by involving some information to obtain the data
- b) Entering the field, by observing the various phenomena of the learning process and interviews with some of the parties concerned.
- c) Participating while collecting the data.
- d) Preparing the research reports, based on the data obtained.

3. Post-research stage

Post-stage research is stage after come back from the field. In the post-stage of this research are conducted activities such as

drafting the research report concept, consulting with the advisor, completing the research reports, improving the consultation result, maintaining the completeness of the final exam requirements and revising as necessary.

Therefore, it can be done that stages in this research are a form of order or hierarchy that is begun during the pre-research, research phase, post-research stage, but even the characteristic of the activities performed at each stage is not tight action, but according to the situation and conditions existed.

CHAPTER IV

RESEARCH RESULTS

A. Background of Object Research

1. Historical Review of Acceleration Program In Madarasah Aliyah Negeri Malang 1

Acceleration Program in MAN Malang 1 starts up in August 2008 with the number of students, 16 students, with the passage of time after going through a specially conference and proposals from several teachers, two students are considered unable to follow the program, so the number of first generation students are 14, with IQ gains over 125. on the other side, the second generation starting from the academic year 2009/2011 is amounted to 39 students and has graduated one class and 90% of the students enter the favorite college in Malang. In 2008, the acceleration program in MAN Malang 1 has obtained a permit from the office 80

of Department of Religion East Java Province Number: Kw.13.4/4/PP/00.05/2437/SK/2008 September 22, 2008. And since September 2009 MAN Malang 1 is appointed by the Head of Religious Affairs in East Java as the Chairman of the Association of Acceleration Program amount East Java.

In order to realize these goals and in a line with the Olympic program that has been applied so far, integrated MAN Malang1 held special programs

for bright students, privileged and special talents (CIBI) or the acceleration program, an educational program that provides opportunities to students who have abilities above average to be able to complete their education program in a faster time than other students. The educational program on the purpose above is called accelerated learning program or special students programs and special talents (CIBI) where MA students can complete their education within two years or sooner from the regular program which usually taken for 3 years, so in the acceleration program is enough taken during 2 years (1 semester of 4 months) with complete facilities and infrastructure.

Based on the results of the study of Balitbang MAN Malang I found that some input students in each year have special potency, those are:¹

1. Have a very superior and superior IQ 81
2. Most of the output (90%) went to the favorites State Universities.
3. Several students received awards at various events.
4. Human resources in the field of Mathematics have been carrying out learning with ICT.

For accommodating the students who have abilities above average and special talents, it is necessary to approach educational services. Specifically for that, MAN Malang 1 continuously keeps going in the service quality improvement and the implementation of education to the bring students who have special abilities (special smart and special talent) and has a creed, a focus

¹Sumber Data MAN Malang 1

of worship, graduation and sublime character that can be accomplished within the framework of the duty as a leader (kholifatullah) on the earth.

2. Acceleration Program Organizational Structure

For success in the implementation of acceleration program, it should be made in management or a special responsibility, so that the implementation of learning can be effective in accordance with the plan. For details the following organizational structure of acceleration program in MAN Malang 1 as enclosed along with the role of each part.

3. Teachers condition of Acceleration Program in MAN Malang 1

In the continuity of the teaching learning process, teachers have an important position to serve students with the best, the Teacher Acceleration program in MAN Malang 1 has had an adequate the feasibility and professionalism and fit with the subject area of their responsibility. The list of teachers in the acceleration program in MAN Malang 1 is as attached.

4. Students condition of Acceleration Program in MAN Malang 1

Learners are the main targets to be guided, nurtured and enhanced their resources in improving the quality of schools. Because the school performance students could prove that it has carried out school quality improvement program. MAN Malang 1 has conducted an accelerated program in 2008 until this present. As for a list of the number of students of acceleration program MAN Malang 1, as in the appendix.

5. Supporting facilities of Acceleration Program

To achieve the objectives of education and improve teaching and learning process, MAN Malang 1 has facilities:

TABLE 4.1
SUPPORTING FACILITIES OF ACCELERATION

No	Supported Facilities	Condition
1	Library / Digital Library	Good
2	Laboratory skill	Good
3	Laboratory of Biology	Good
4	Laboratory of Chemical	Good
5	Laboratory of Physics	Good
6	Computer Laboratory	Good
7	Language Laboratory	Good
8	Laboratory of Electronic	Good
9	Mosques / Religious Laboratory	Good
10	Computer Center	Good
11	UKS	Good
12	Balkis Cooperation	Good
13	MAGESA Student Cooperation	Good
14	Canteen	Good
15	Hot spot Area in library	Good
16	SMS Gate	Good
17	Basketball, Futsal, Volybal, Badminton	Good

	Field and Tennis Table	
18	Hall of MAGESA	Good
19	CCTV	Good
20	LCD	Good
21	Ma'had “ Darul Hikmah”	Good

6. Implementation Platform for School Program of Exceptional Smart and Special Talents

- a. Act N0. 20 of 2003 on National Education System of Article 5, paragraph 4 says "Citizens who have the potential of intelligence and special talents deserve a special education”
- b. Guidelines for the implementation of acceleration learning programs of elementary, junior and senior high school Education Ministry General Director of Disasmen in 2003.

7. The implementation purpose of Special Smart School Program and Special Talent

1. General Purpose
 - a. Fulfilling the needs of the learners who have specific characteristics in terms of cognitive and affective development.
 - b. Fulfilling the rights of the learners who suit the needs of education for themselves.

- c. Fulfilling the intellectual interests and future perspectives of the learners.
- d. Fulfilling the needs of self-actualization of the learners.
- e. Preparing the students as the future Leaders.

2. Specific Purposes

- a. Giving an award to be able to complete the educational program more quickly.
- b. Improving the efficiency and effectiveness of the learning process of the learners.
- c. Preventing boredom of the classroom climate less support of the advantages potency development of the learners optimally.
- d. Encouraging the students to increase the quality of spiritual, intellectual, and emotional in a balanced way.
- e. Realizing Vision and Mission MAN Malang I.

8. The Benefits of the Implementation of Special Smart Schools Program and Exceptional Talents

1. For Teachers

- a. Can provide motivation to develop the ability for the students who have special abilities.
- b. Can provide the material to the students who have the same relative ability level.
- c. More challenged to keep up to IT-based learning methods.

2. for Students

- a. Maximize the capabilities of the Homogeneous groups.
- b. Met the learning model according to the level of ability.
- c. Can complete their study programs more quickly.

9. The Reasons of Acceleration Program Implementation

Some of the reasons the Government Holds Acceleration Program are:²

- a. Providing education on a regular basis that is unable to accommodate the needs of students individually, especially the students who have exceptional ability and intelligence.
- b. Providing education on a regular basis unable to deliver and develop optimally (underachiever) the students who have exceptional ability and intelligence.

B. Data Presentation of and Data Analysis

1. The Planning of Acceleration Program in Madrasah Aliyah Negeri Malang 1.

The Planning of learning in an acceleration program has many differences with the regular program, among in terms of admission of the students, teachers, curriculum and infrastructure of acceleration program.

Acceleration program has the students who have high intellectual, which must

² Documentation of program acceleration MAN Malang 1.

be designed and tailored with the students' ability. In the preparation, the acceleration program of MAN Malang 1

Is implemented in mature through stages: socialization, formation of special teams, benchmarking and licensing and gaining input and quality process in the planning horizon so that resulting good output, then the process of planning of acceleration program is done with the recruitment of students.

As having been conveyed by Drs.M.Husnan Abror as the chairman of the acceleration program as follows:

“Siswa yang ingin masuk dalam program akselerasi sebelum siswa direkrutan ada yang namanya perekrutan dilihat melalui hasil tes tulis, tes psikologi, termasuk diantaranya adalah tes IQ nya. Dan ini bekerjasama dengan perguruan tinggi jadi siswa yang diperbolehkan masuk dalam kelas`akselerasi itu di tentukan dari hasil tes, dan juga komitmen dari mereka untuk masuk program akselerasi. Dan mereka nanti akan mendapat surat rekomendasi anak mana yang masuk dalam program akselerasi itu ”.³

The statement was justified also by Nurul Kamaril Kusuma Wardani, one of the class XI students A4 of acceleration program with the results of his interview as follows:

“Sebelum masuk dalam program akselerasi harus mengikuti tes ataupun persyaratan khusus diantaranya tes akademis dan juga` dilihat dari hasil IQ,tes psikologi,tes tulis,dan juga dilihat dari kometmen dari masing-masing anak.dan untuk Psikologi dan MIPA itu bekerjasama dengan perguruan tinggi dari UMM dan UNIBRAW.jadi nanti yang menentukan masuk tidaknya dalam program akselerasi itu dilihat dari

³Interview with Moh Husnan Abror. As the chairman of acceleration program, 17februari 2010.time 9.30 Wib.in office program acceleration.

semua persyaratan tersebut, kemudian nanti siswa-siswi yang ikut tes akan mendapatkan surat rekomendasi”⁴.

From the above conclusion that the acceleration program planning process conducted in MAN Malang 1 is conducted student recruitment process which can get acceleration classes are the students who have high superior intelligence and talent which must be selected strictly through the recruitment process with some predefined criteria. In addition, to get attention to the general guidelines for the recruitment of the participants of acceleration learning programs, it is also needed to consider the criteria established based on the requirements aspects as the following:⁵

a. Students recruitment

1. Objective Data Information

a) Academic, obtained from the score: The National Examination of the previous school, with the average at least 8.0 for SMP and SMA, academic ability Test, with the score at least than 8.0 previous grade report card, the average score of the entire subject of at least 80.

b) Psychology

This data was obtained from the results of psychological examinations that include the general intelligence tests, creativity tests, attachment inventory to the task, the personality test. The

⁴ Interview with Nurul Kamaril Kusuma wardani student of class XI A4 Acceleration Program, date 16 March 2011 time. 8.30 WIB.

⁵ Dokument of acceleration program in MAN Malang 1

students who pass the psychological examination are those who have the general intellectual, the category of smart with the minimum score 130 (Wechsler scale or at the mean + 2 standard deviations for the means of other intelligence tests) that is supported by the creativity and attachment to the task in the category of more than average and does not get social and emotional disruption, conducted in the cooperation with the Faculty of Psychology of University of Muhammadiyah Malang (UMM).

2. Subjective Data Information,

The nominations received from the self (self Nomination), peers (peer Nomination) parents (parent Nomination), teacher (teacher Nomination) and observations of a number of characteristics of giftedness.

3. Physical health, indicated by a health certificate from a doctor.
4. Willingness of the student candidate and Approval of Students Parents agreement, a written statement from the student and or parent to attend the special education program.
5. The scale of task commitment, which refers to the indicators:
 - a) Tough and ductile (not to easily give up)
 - b) Independent and responsible;
 - c) Set realistic the aspiration goals with moderate risk;
 - d) Like learning, and have a high task orientation

- e) Good concentration
- f) Have a desire to improve themselves (working improvement)
- g) Have desire works best (working the best he / She can)
- h) Have a desire to succeed in academic field.

In the process of identification, there are two stages, those are crawling screening and filtering (selection).

1) Screening for seeking nominations (crawl)

Screening is the first stage of identification approach. This stage involves several parties, such as parents, teachers, learners concerned itself. This stage the selection based on: (a) academic achievement at the grade / level of previous education and (b) psychological test.

2) The final stage of selection or identification (screening)

After learners are identified as the nominate through a process of screening, they then get further tests or assessments from teachers, parents, or counselors more understand exact their talent level. At this stage, who passing the crawl stage, it is given further tests conducted on a group or individually, such as intelligence tests, creativity tests, and Task Commitment scale. For the acceleration program at this stage it is given projective tests as well as supporting the test to determine the emotional and social aspects of prospective learners, talented children

From some researchers above requirements, the researcher can get that the input obtained at MAN Malang 1, the student who entered the

acceleration program 95% of students have IQ more than 125 to reinforce the data, the researcher also took the documentation / photo of student recruitment process with the input results obtained in MAN Malang 1. For more details it can be seen in the appendix.

b. Teacher of acceleration program

In the planning of the acceleration program in MAN Malang 1 for the teacher, it was taken from the teachers who teach the regular program, but the teachers who teach in the acceleration program have previously been prepared in workshops so that they have an understanding of the need of educational services for talented children, skill of setting Teacher Work Program (PKG), selecting learning strategies, the setting of field notes, as well as evaluation of teaching for quick student programs.

As conveyed by Drs.M.Husnan Abror as the chairman of acceleration program:

“MAN Malang 1 guru yang akan mengajar di kelas akselerasi sebelumnya sudah dipersiapkan dan di bekali dengan beberapa pelatihan, seperti worksop, worksop pembelajaran baik dari kurikulum,perangkat pembelajaran terutama dengan bidang study yang MIPA dan juga dengan adanya proyek dan dana untuk pemberdayaan guru dan siswa dan guru yang mengajar dala program kaselerasi harus betul-betul mengetahui kehidupan Anak Supernormal.dan juga kaya akan rencana-rencana kegiatan atau dengan segala macam teknik pengelolaan yang benar-benar dipersiapkan sehingga dapat menjamin fungsi guru sebagai nara sumber bagi anak didiknya”⁶.

⁶ Moh Husnan Abror.,*Op,Cit* .

From the interviews above, the researcher also obtained the preparing teacher of acceleration class with several activities:⁷

- a) Teachers are selected based on the student questionnaire
- b) Socialization Acceleration Class by Ir. Adam Wiryawan, MS (UB)
- c) Adolescent Psychology Training By The team from the Faculty of Psychology, University of Muhammadiyah Malang (UMM)
- d) Mathematics teacher training by a team from UB
- e) ICT training
- f) English Language Training for teachers of Mathematics
- g) have attended several teacher trainings, such as: MGMP, LKGI, Workshop, Workshops, and seminars, so that skilled making teaching and learning the device at the same time analysis.

The requirement for the educators who teach CI + BI students, such as:

- a) S-1 LPTK / LPT appropriate to field of study and have a teaching certificate
- b) Have the general characteristics required by referring to the aspects of personality
- c) Have knowledge and understanding of the characteristics and needs of learners' intelligent / talented special

⁷ Documentasi Acceleration program.

- d) Master the substance of the subjects Amnestied
- e) Develop the creativity of learners
- f) Fluent in active English and use in learning activities
- g) Able to use IT in implementing the learning

Based on the characteristics of supernormal students, it can be estimated how demand conditions for that could serve their needs.⁸ By contrasting the main ideas, the teachers for supernormal child should have the intellectual ability and personality that allow the teachers to follow the talents and interests of their students appropriately.

The explanation above we can conclude that to serve students acceleration program in MAN Malang 1 should be completely prepared thoroughly. Because the students have the excellent ability and intelligence, the educator staffs should ideally also have the excellent potency both in terms of mastery of material and learning methods. For the use of strategy or method in learning process, it should also be adjusted with the conditions of the learners in acceleration class, that is by selecting the appropriate method by considering the available time for all the materials can be accepted easily by the students even in a short time. Besides that, the learning strategies, the program is geared to the development of science and technology and IMTAQ in integrate.

⁸Reni Akbar-Hawadi (Ed), *Akselerasi: A-Z Inforamasi Program Percepatan Belajar*. (Jakarta: Grasindo Widiasarana Indonesia, 2004), page.124.

a. The Curriculum of Acceleration Program

The curriculum is a set of plans and arrangements regarding the content and teaching materials and methods used as a guide of the teaching. The curriculum learning activities are provided to the acceleration students should not be same with regular students, the weight and depths are not appropriate for the acceleration students. Curriculum for acceleration students is directed to suffice because the needs of students and simultaneously balance the cognitive domain and non cognitive. As like the curriculum in MAN Malang¹, differentiated curriculum development is done in an effort to obtain the demands of the character and needs of acceleration students.

Thus the differentiation related with the suitability of the excellence and complexity level of the curriculum in accordance with the readiness and learning motivation which owned the students. The differentiation is not only the limitation of the curriculum but also the enrichment and expansion of acceleration students' activities. Enrichment is not limited to providing homework and conducted in one type. Enrichment refers to the expansion of the curriculum to develop knowledge, application, thinking skill and attitudes towards more complex levels. Curriculum differentiation primary purpose is to plan actively and consistently help all students to learn the maximally. As conveyed by Drs. Arif Djunaidi as Vice of Curriculum:

“Sejalan dengan potensi siswa akselerasi, bentuk penyelenggaraan kurikulum dengan memodifikasi kurikulum dengan membagi 2 tahun menjadi 6 semester, dengan rincian 1 semester di tempuh dalam waktu 4 bulan Disesuaikan dengan karakteristik dan kebutuhan siswa yang mempunyai kecerdasan dan bakat luar biasa yang dipergunakan dalam pelaksanaan pendidikan di MAN Malang1 itu merupakan kurikulum yang diberlakukan untuk satuan pendidikan yang bersangkutan, yang dikembangkan secara berdiferensiasi dengan pemadatan materi yang esensial saja Disesuaikan dengan karakteristik dan kebutuhan siswa yang mempunyai kecerdasan dan bakat luar biasa”⁹.

It can be concluded that the curriculum is one that will determine the direction of the activities and educational practice. The curriculum used for the acceleration program is not independent of the applicable curriculum that is modified by each school to develop a differentiation, with the compaction model of essential materials (subject matter) which shorter time, that is 2 years. as the regular courses. Due to the limited time provided, then without prejudicing the existing curriculum, the school makes several steps or activities, such as:

1. Analyzing the subject matter into some parts that are essential and non-essential. The parts are essential Cover the basic concepts and required for applications and which often appears in Ebtanas / National Final Examination.
2. Determining the strategies used in teaching the material provided essential material for every meeting, while the non-essential is given in the form of independent tasks.

⁹ Bapak. H. Zainal Mahmudi, *Op,Cit.*.

3. Determining the time allocation for each subject matter.
4. Determining the curriculum targets in each unit of the study time / quarterly in accordance with the academic calendar, and
5. Preparing annual program, quarterly, and a flexible lesson plans in accordance with the capabilities and characteristics of the students.

From some understanding above, the curriculum differences that are used the regular and the acceleration program for more details can be seen in the table below.

TABLE: 4.2
COMPARISON OF THE ALLOCATION OF STUDY TIME OF THE REGULAR PROGRAM WITH THE ACCELERATION PROGRAM

Regular Class			Acceleration Class		
3 years		6 semesters	2 years		studies
3 years		108 weeks	2 years		2 weeks
3 years		678 days	2 years		452 days
1 semester		18 weeks	2 study		2 weeks
1 semester		108 days	2 study		2 days

The period of study in the regular program uses the term of the semester, while on acceleration program of study uses the term study. The holiday time of the regular program students is like the acceleration program. the material in one semester learning implementation of the regular program with the material of study.

The Other activities carried out and the part of curriculum planning is to set the academic calendar. The academic calendar is prepared to one package program, which is two years. If using a quarter, according to the time allotted, the curriculum that must be completed by the learners is as follows:

a) First year: the students will complete the program:

1st Cawu : 100% material of 1st grade in 1st cawu + 40%
material of 1st grade in 2nd cawu

2nd Cawu : 60% material of 1st grade in 2nd Cawu +100%
material of 1st grade in 3rd cawu

3rd Cawu : 100% material of 2nd grade in 1st cawu + 40%
the material of 2nd grade in 2nd cawu

b) Second year: students will complete the acceleration program;

1st Cawu : 60% material of 2nd grade in 2nd cawu + 100%
material of 2nd grade in 3rd cawu

2nd Cawu : 100% material of 3rd grade in 1st Cawu +60%
material of 3rd grade in 2nd cawu

3rd Cawu : 40% material of 3rd grade in 2nd cawu + 100% the material of 3rd grade in 3rd cawu

In the plan, many aspects of learning curriculum that are the transformation to describe the planning process of learning, the aspects of the curriculum such as learning devices (annual program, semester program, syllabus, lesson plan) nor effective week for the acceleration program.

As it is delivered by Abdurrohim, S. Ag one of the teachers of accelerated program:

“Untuk pembuatan perangkat pembelajaran itu berbeda dengan reguler, yang mana dalam program akselerasi untuk prota itu berkaitan dengan waktu yang dimiliki program akselerasi dalam 1 tahun itu ditempuh dengan 3 semester secara otomatis ada istilahnya pemampatan atau perampingan dalam masalah waktu yang biasanya di reguler 4 jam di akselerasi tinggal 2 jam, begitu pula dengan promis karna dalam 1 semester itu semuanya terbatas kurang lebih 4 bulan, dan untuk Silabus dan Rpp juga berbeda karna ini merupakan program percepatan itu biasanya kita menggunakan eskalasi peningkatan kompetensi dalam ranah kognitifnya jadi pencapaian yang di rumuskan itu berbeda, untuk SK,KD dan juga kurikulumnya juga khusus. Sehingga ada pemampatan materi yaitu materi-materi esensial atau materi yang utama- utama saja. sehingga setiap guru yang mengajar dalam kelas akselerasi harus sudah benar-benar mempersiapkan semua perangkat pembelajaran dan juga dalam kealas itu siswanya kita batasi maksimal 20 anak ”.¹⁰

In the process of planning an acceleration program, the researcher conducted observations and documentation of the teaching-

¹⁰ Interview with bapak Abdurrohim one of the teachers of accelerated program Date ,22 March 2011 time, 10.30 WIB, in MAN Malang 1.

learning process in acceleration class, we know that prior before teaching, the teachers firstly need to develop the learning tools such as (annual program, semester program, Syllabus, lesson plan), because in the acceleration program, it makes the device different from regular learning in accordance with the special characteristics of acceleration student, because the given time shorter and tailored to the educational calendar which is designed specifically for acceleration program students.¹¹

From interviews of accelerated program teachers, in making learning planning from annual program, semester program, Syllabus, lesson plan are tailored to the time allocation of acceleration program, after that, firstly the teachers choose materials that will be taught through direct meeting or through the assignment or the classroom outside enrichment in accordance with used curriculum, the compaction of learning the teacher uses the special module is made for acceleration classes.

From the exposure above the researcher can compare the differences of acceleration program with the regular program in learning equipment as follows:¹²

¹¹ Reni Akbar-Hawadi (Ed), *Akselerasi: A-Z Inforamasi Program Percepatan Belajar*. (Jakarta: Grasindo Widiasarana Indonesia, 2004), page.115.

¹² Observation and Documentation acceleration program class XI A4 date 16 Marct 2011 time 8.30 WIB.

- a) For the acceleration class annual program and semester program is different because they are related to the time allocation by the time is owned an accelerated program within a year was taken with 3 semesters automatically or it is called “compression” in a case of time that it is usually in the regular program during four-hours but in the acceleration is 2 hours, as well as in the semester program because in a semester is less limited to 4 months
- b) For the syllabus and lesson plan use escalation (jumping) in distinct achievement and competence increasing in the higher cognitive, creative development and high thinking.
- c) The used time allocation in acceleration is shorter. usually in regular is performed twice meeting, but in acceleration only once meeting in a learning.
- d) Similarly, in the case of test is usually in regular C1, then in the acceleration becomes C2 and so on, so it is more emphasis in high thinking and deep understanding.

In MAN Malang 1, in the learning process, acceleration students do not only more emphasize in intellectual activities, the creativity development and high thinking patterns. Therefore, in the learning process acceleration program learners are oriented in the discovery and inductive approach more and provide a special experience based on their interests, talents and intelligence.

Therefore MAN Malang¹ accelerated program planning, in arranging the material as much as regular students and in the preparation of learning equipment, the teachers firstly need to select the essential course materials, or main materials which need to be clarified and need to be presented in the direct meeting, while the material is easy, it is only conveyed at a glance (student self-study). This is meant that with a short time, all of the subject matters can be finished by students. Because of that, every teacher who taught in acceleration program, need to prepare all the learning equipment, in order teaching learning process can run effectively.

b. Infrastructure

For facilities in conducting the learning process to students, the acceleration program, especially for Mathematics and Science subjects, the use of laboratory needs to be optimized. Laboratory is an integrated part in MIPA learning activities. Mathematics and Science Learning is experiment and non experiment can be conducted in the laboratory. When describing a topic, teachers can immediately practice them in front of the learners. Thus, students can understand the material presented by the teacher effectively. For supporting the implementation, acceleration program was facilitated by the existence of complete facilities so that

students in acceleration program can carry out learning maximally, so that learning objectives can be run well as expected.

As presented by the chairman of the accelerated program,
Drs.M.Husnan Abror:

“Untuk fasilitas yang disediakan dalam kelas kelas akselerasi itu harus berbasis ICT atau disesuaikan dengan kebutuhan siswa, baik dari fasilitas yang ada dikelas dan juga sarana penunjang yang lainnya sehingga menunjang untuk siswa dalam belajar”¹³

The Learning infrastructures, such as: Principal Room, Teacher Room, BK Room, TU Room, and Student Council Room, Classroom, Laboratory Room, Library, Canteen, Cooperative, Mosque, Hall, Sport Field, and Bath Room. And the Learning Facilities include:

- a) Learning resources: the package book, supplementary books, reference books, textbooks, magazines, newspapers, modules, worksheets, videotape, VCD, CD-ROM, and so on.
- b) Learning media: radio, cassette recorder, TV, OHP, Wireless, Slide projector, LD / LCD / VCD / DVD players, computers, and so on.
- c) The means of Information Technology (IT): Internet network, and others.¹⁴

If the teachers present the learning materials / learning that can be accessed by accelerated students via the internet, then students can

¹³ Bapak M.Husnan Abror.*Op,Cit.*

¹⁴Data of program acceleration MAN Malang 1

study the learning material missing on the internet. It may happen because the acceleration students are given freedom to follow the learning activities that some served in a meeting, and partly through self-study (the second learning model).

2. Implementation Acceleration Program in MAN Malang 1

a. Teaching and Learning Process

The focus of the next issue after the planning is related to the implementation of the acceleration program. Implementation is the most obvious activity to determine achievement of goals set. The Implementation of teaching and learning activities (KBM) is a core activity in education. In MAN Malang 1, generally there is no difference between teaching and learning in regular classes with the acceleration program, but if it is seen more there is a difference. Based on the observations and observations conducted by researchers in acceleration class, one thing that is different from the regular classroom is an accelerated program number of learners who participated in this program no more than 20 (twenty) participants in one class. With a small number of learners possible learning conditions and atmosphere more conducive to the realization of the learning process is complete, comfortable and allows students more flexibility to master the subject matter.

Regarding to the implementation of the teaching-learning process in the acceleration class, the researcher could conduct surveillance and documentation of the learning process in an acceleration program by comparing the lesson plan created by the acceleration teachers with teaching and learning process, these cases, the researcher did several times of face to face to determine and monitor the implementation of the learning done in the acceleration class if it is in conformity with the purpose of learning. In this case, the researcher can take the results as follows:¹⁵

- 1). Teachers prepare and deliver material in accordance with the discussion that has been planned in the learning device and the method in conformity with the materials to be taught both methods of questioning and etc.
- 2) The material presented is very briefly with a broad understanding deeper and more pressing the higher improvement.
- 3) In addition, the attention to a broad understanding of the teachers also pays attention to the students' ability to argue and think in their power to receive the lessons.
- 4) In addition to good classroom management and environmental settings in class, the teacher should also pay attention to ensure that an atmosphere of learning affectively and not to feel bored.

¹⁵ Observation and Documentation class XI acceleration date 16 Marct time 8.30 WIB.

5) Students look very enthusiastic in their lesson achievement, despite the lessons they receive more extensive and very short time, although there is one student who pays little attention to the teacher's explanations when teaching by talking with peers.

To expedite the learning process, the acceleration program established teachers picket to replace teachers the empty school hours. Because in principle the acceleration program learning, there is no empty hours. Missed one meeting is like one-week missing in the regular program.

And based on the observations conducted by the researcher in acceleration class, one of the things that are different from the regular classroom program is the number of acceleration learners who participate in this program is no more than 20 (twenty) participants in one class.¹⁶ With a small number of learners, it is possible learning conditions and atmosphere to make more conducive to realize the learning process in complete, comfortable and allows the students more flexible to master the subject matter. In the provision of facilities, the researcher had observed the acceleration program in class XI, in the process of teaching and learning provided the facilities that support the students especially for the acceleration program, it is expected to assist the students in facilitating

¹⁶ Observation one of class acceleration X date 17 Maret 2011 time 09.00 WIB.

learning.¹⁷ To smooth the process of learning, acceleration program, MAN Malang 1 has completed the facilities that representatively to support the learning of acceleration students, the existing facilities to support the acceleration classes have prepared several ICT-based tools that can be seen the appendix.

To use the strategy or methods in the learning process, it must also be adapted with the conditions of learners in acceleration class, hat is by selecting the appropriate method by considering the available all materials that can be accepted easily by the students even in a short time. Besides that, the learning strategies, learning programs are geared to the development of integrated science and technology and IMTAQ.

As the chairman of the acceleration program an MAN Malang Mr. Drs.M.Husnan Abror delivered as follows:

“Baik dari segi penugasaan materi maupun metode pembelajarannya, guru untuk Anak Supernormal harus memiliki kemampuan intelektual serta kepribadian yang memungkinkan guru dapat mengikuti bakat dan minat anak didiknya secara tepat selain itu guru dalam memberikan metode pembelajaran harus menyesuaikan dengan waktu yang ada karna waktu dalam program akselerasi sangat terbatas dan pelajaran yang di ambil materi yang esensial saja”¹⁸.

Strengthened with the opinion of Abdurrohim, M. Ag as the teachers of acceleration as follows:

¹⁷ Observation in class XI A4 acceleration date,16 Marct time, 08.30 WIB.

¹⁸ Bapak M.Husnan Abror.*Op,Cit*

“Kalau untuk ngajar dikelas akselerasi saya biasanya menggunakan berbagai macam metode pembelajaran tidak jauh berbeda dengan yang di reguler hanya saja metodenya itu disesuaikan materi yang akan saya ajarkan dan juga mater esensial saja untuk mater yang lain kita biasanya memberikan tugas,tapi untuk siswa disini untuk mengajar itu tidak terlalu memakan banyak waktu karna siswa di kelas akselerasi daya serapnya sangat tinggi,sehingga materi yang saya ajarkan itu baiasanya dalam 1 minggu cukup 2kali tatap muka untuk 1 mater jadi bisa menyesuaikan dengan waktu di akselerasi”¹⁹.

In general, the accelerated learning methodologies in the class are almost same as those in regular classes, such as: lecture, question and answer, demonstrations, mastery, lab-practice, and field practice. But the differences in the acceleration class are more attention to the effectiveness and efficiency. The trick is that every teacher who teaches in acceleration class is necessary to first analyze the subject matter to determine the material properties of the essential, non-essential. The non-essential material in the acceleration class is described in the form of learning tasks independently, while the essential material uses more diverse teaching methods. In addition to face to face with teachers, experiment with the direct guidance of a teacher, can also be scheduled in learning by inviting experts into classrooms and supported by the method with learning system modules for curriculum that have been developed, to facilitate the students in learning. As for learning Mathematics and Science, the

¹⁹ Bapak Abdurrohimi, *Op,Cit*

students are accompanied by two teachers to deepen the children more pervasive and more effective, for more details as in the appendix.

From the results of research above, the researcher can analyze several approaches developed in the teaching and learning activities in accelerated classes in MAN Malang 1 are as follows:

1. Face to Face

Learning activities are conducted through face to face directly between teachers and students both inside and outside class, discuss the materials widely and deeply.

2. Module

Another through face-to-face, the learning activities are also conducted through the module, that is by providing basic or essential study materials with a curriculum that prepared in detail and systematic with the examples and evaluation sheets that are done independently by the students. In this strategy, teachers only act as an evaluator and facilitator.

Learning activities are carried out individually or in groups without teacher guidance. This activity can be implemented in library by reading books or searching for information via the Internet, or treated at home. The learning activity approaches as described above are directed to the complete realization of the learning process (mastery-learning), so it can spur students to be active and creative

matched with each talent, interest and abilities with considering at the harmony and balance between: the dimensions of learning purpose, holistic capacity, systemic and imaginative, and training of deductive and inductive thinking, integrated science and technology development and IMTAQ.

3. Tutorials

In addition to help the students in learning with a solid study schedule. Because in addition to studying with teachers in classroom studies, in MAN Malang 1, providing learning assistance that aim to help their learning in subjects which focused the discussion MIPA. The learning activity focused on the subject matter that has not been understood by the students with the guidance of teachers or other students who have mastered the material.

b. Classroom Management of the Acceleration Program

Good classroom management, the arrangements for the sitting position and the classroom environment should also be taken to ensure that an atmosphere of learning to walk affectively and does not feel bored. As delivered by Abdurrohman, S. Ag as acceleration teachers as follows:

“Kalau untuk siswa kaselerasi belajar dalam kelas itu kita tidak mengharuskan dalam posisi duduk,tetapi kita melihat kondisi siswa, kadang kita melaksanakan proses pembelajaran itu dengan menggunakan karpet, jadi siswa itu duduk di bawah,yang penting disini siswa dapat belajar dengan afektif dan untuk yang sekarang tempat duduk yang di gunakan itu tempat duduk atau kursi yang bisa dilipat,kalau siswa merasa jenuh kita bisa belajar di luar kelas yang kondusif untuk dijadikan proses belajar supaya siswa tidak merasa jenuh kalau hanya dalam ruangan saja”²⁰

In the classroom, the students do not have to be in the tense atmosphere, or are always faced with a neat sitting on a chair, they see themselves the learning activities by sitting on the floor or *Lesehian*. With variety in the use of strategies and methods in the learning process, the children in the program are expected to keep the spirit and comfortable and do not feel bored, so they continue to be active in following the learning process.²¹

From the observation in acceleration class can be concluded is:²²

1. Teachers are allowed to adjust the classroom study according to the characteristics of the study subjects. In the process of setting, teachers can engage the students.
2. Classrooms at least have the means and appropriate learning media, Master Teaching Schedules, Discipline Role of Students and Inventory List attached on the wall.

²⁰ *Ibid.*

²¹ *Observation.* MAN Malang 1.

²² *Observation* in class XI A4 acceleration date,16 Marct time, 08.30 WIB.

3. Learning space can be equipped with a reference library and other facilities that support the learning processes
4. Each clump of subjects has provided multimedia infrastructure. The use of facilities is regulated by the Responsible of Subject Clumps.
5. Teachers are responsible for learning space they occupy. Thus, each teacher has the key of BI + for each room.

In this case MAN Malang 1 In the process of learning implemented by the educators with an educational atmosphere for students to carry out learning tasks with vigor and optimizing the learning abilities well. the teachers' role is very important in the working and motivating the teachers and their students to perform learning activity whether done in class, library and other places that allow students to perform the learning activities. The teachers are not only trying to accept the students' attention, but should also increase the activity of their students through appropriate approaches and methods with the material to be presented by the teacher in class. From the results obtained, MAN Malang1 has been running its management well. it is evident from the planning process undertaken in accordance with existing regulations, as well as the implementation of accelerated program to produce quality graduates, although this is still many shortcomings and still to be made for the upcoming evaluation of materials.

CHAPTER V

DISCUSSION RESULTS

From the research that has been implemented entitled "The Implementation of Management Acceleration Program" based on research data obtained through observation, interviews and documentation, and then researchers will analyze existing findings and modify the existing theory and new theories and explain the implications of research.

From the information in the data analysis techniques in the study, the researcher used a descriptive qualitative analysis and data obtained through observation, interviews, documentation from the parties who know about the data that researchers need, there are also data that will be presented and analyzed by researchers in accordance with the formulation of the researchers above, for more details, the researcher will discuss the following:

1. Planning of Acceleration Program in MAN Malang 1

Acceleration learning program or an accelerated program is one of the special educational service programs for students by teachers who have been identified to have satisfactory performance and by psychologists that have been identified as having a general intellectual abilities at the level of intelligent, creative and attachment to the task at above-average complete to be able to the

education program in accordance with their learning speed (Directorate of Special School, 2006).¹

Noting the discussion above, special treatment for acceleration student becomes a necessary condition that must be a teacher or a school of program providers in order to realize the concept of accelerated learning. In addition, special treatment is also intended to accelerate students' achievement of a minimum ability of the learners of accelerated program also to be realized. National Education Department (2001) qualification standard that can be generated through accelerated learning programs or acceleration program is the learners who have qualified capabilities include: Selection of the program acceleration participants is one of the factors that determine the success of programs implemented / since this will be captured through the selection of candidates for potential participants acceleration program that fit the criteria that have been decided. According to the observations, interviews and existing documentation, students who can be accepted as participants in the accelerated program are the students who have exceptional ability and intelligence that suit with some predetermined criteria, such as: The results of academic achievement with the average score 8.0. The score of psychological test scores included in the Very Superior The scores of task commitment and creativity of the entry in

¹Depdiknas, 2007, *Pedoman Penyelenggaraan Pendidikan Untuk Peserta Didik Berkecerdasan Istimewa (Program Akselerasi)*, Jakarta: Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Luar Biasa.

groups. Physically and mentally healthy, as evidenced by a certificate from the doctor.²

And the willingness of students and parents / guardians in writing to follow the provisions of the administration of According to the chairman of the acceleration programs and the school principal MAN Malang 1, Husnan Abror, the criteria mentioned above are not rigid, as if viewed from the student's IQ, it is less than 120 and can be accepted as participants in the accelerated program, provided other criteria are met that the students are excelled by teachers and peer friends. For psychological tests, such as: general intelligence tests, creativity tests, and the attachment tests to a school asking for help the external parties that the psychologists who work with UMM and UNIBRA using existing test instruments.

The determination of students who are enrolled as participants the acceleration program discussed in the meeting of class teacher, guidance and counseling, school leaders and psychologists. Students who will follow the accelerated program must sign an agreement or contract signed by the students' parent / guardian. Although the participants have been accepted in the accelerated program but they must follow the evaluation stage 1 and II. Evaluation phase 1 and II are carried out by looking at academic achievement reached in the specific period. If the students declared failed in this evaluation, they will be returned to regular classes.

² Observation, interview dan documentation of the acceleration program MAN Malang 1.

There are many things that support the least successful of this program that the infrastructure includes teachers and books. In this class the teacher must have the qualifications and special skills, qualified, experienced, trained and always ready to adjust to their students. In addition, the book used in class are taken from various sources, not just based on the book including the internet, it could be used as a source reference of information. The parents whose students accepted accelerated classes are generally very supportive and enthusiastic. This is evidenced by the ability to pay tuition fees greater than the students. Some of the money is used to pay the additional salaries of the teachers who teach in the accelerated classes.

In accordance with the results of the documentation study and interviews conducted by the researcher, the planning of classroom teachers who teach in the acceleration program MAN Malang is same like the teachers who teach in the regular program. But the teachers who teach in the accelerated program have the additional task if comparing with the regular classroom teaching.³ Additional tasks are related to the preparation of a compacted curriculum and the elaboration of material that is considered the most essential to be taught. Currently the number of teachers recruited to teach in accelerated programs in MAN Malang includes Career Guidance teachers (BK), they also concurrently teach in regular classes. All

³ Interview dan documentation of the acceleration program MAN Malang 1.

teachers background Strata-1 (graduate) in accordance with the educational background.

Based on the results of interviews with the president of the acceleration program and vice of the principle confirmed with areas of curriculum, the school does not hold a special selection for the teachers who teach this program. However, the school chose teachers who teach in the accelerated classes are teachers who meet several requirements, among others: 1. teachers who have been prepared through workshops and “lokakarya” so having an understanding of the need for educational services for gifted students develop skills that include Master's Work Program (PKG), the selection of learning strategies, preparation of field notes and conduct evaluations of teaching for the accelerated program, 2. Having a regular classroom teaching experience with good performance and 3. Having the level of education in accordance with minimum standards required for the teachers, namely S1 (undergraduate) which conformity between educational background and the subjects taught.

To the load of the acceleration program curriculum materials uses the same curriculum as like in regular, but having differences with the accelerated program, the difference lies in the rearrangement structural of the teaching program in a shorter time allocation. This accelerated program will make a standard curriculum that is usually taken by high school students in three years to two years. In the first year, students will study the entire material of class 1 plus a half of material of class 2. In the second year, they will teach the material class 2 remaining and the

whole matter of class 3. It is adjusted to the characteristics and needs of the students who have exceptional intelligence and talent.

The rearrangement of the standard curriculum learning program that is usually given to the allocation of nine cawu into six cawu is done without reducing the content curriculum. The key is located on an analysis of curriculum materials with tailor-made academic calendar. As is known, for highly talented students who are not all standard curriculum materials need to be delivered by face to face, but they can learn it themselves, therefore any teacher who teaches in acceleration class is necessary to first analyze the subject matter to determine the material properties and non-essential and essential.

2. The Implementation of Acceleration Program in MAN Malang 1

In the implementation of teaching and learning activities (KBM), it is a core activity in education. In MAN Malang 1, in general there is no difference between teaching and learning in regular classes with the accelerated program, but if there is further seen the differences. Based on the observations and observations conducted by researchers in acceleration class, one thing that is different from the regular classroom is an accelerated program number of learners who participated in this program no more than 20 (twenty) participants in one class. With a small number of learners possible learning conditions and atmosphere more conducive to the realization of the learning process is complete, comfortable and allows students more flexibility to master the subject matter.

Method of learning in the Accelerated Learning recognizes that each individual has a personal way of learning options that fit with the character himself. Therefore, when a person learns to use the techniques to suit his personal learning style, it means he has studied with the most natural way for them. Because, who naturally becomes easier and easier to be faster, that's why Colin Rose and Malcolm J. Nicholl called the way of faster learning that suits the theory of Colin Rose, MAN Malang 1 in determining the method of learning more emphasizing directed at the student center on tailored to the characteristics of the student acceleration.⁴

Several approaches were developed in the teaching and learning activities in accelerated classes in Malang MAN 1 are as follows: (1) Face to face learning activities are conducted through face to face directly between teachers and students both inside and outside class, discuss the materials widely depth. (2) module other than through face-to-face learning activities are also conducted through the module, namely by providing study materials essential to the curriculum subject compiled detailed and systematic with the examples and an evaluation sheet that is done independently by students. In this strategy, teachers only act as an evaluator and facilitator. (3) Tutorial learning activities that focus the discussion of the subject matter has not been understood the students with the guidance of teachers or other students who have mastered the material.

⁴ Rose, Colin dan Nicholl, Malcolm J. 2002. *Accelerated Learning For The 21st Century: Cara Belajar Cepat Abad 21*. Bandung: Nuansa.

Besides that, the learning activities are conducted individually or in groups without teacher guidance. This activity can be done in library by reading books or searching for information via the Internet, or treated at home. The learning activity approach as described above are directed to the complete realization of the learning process (mastery-learning), so it can spur students to be active and creative in accordance with each of their talent, interest, ability and with attention to the harmony and balance among: the learning dimension purpose, holistic capacity, systemic and imaginative, and deductive inductive thought training, integrated science and technology development and IMTAQ.

CHAPTER VI

CLOSING

A. CONCLUSION

Based on the discussion of results of the research result and attention on the statement of the problems, then it can be concluded as follows:

1. The planning of acceleration program in MAN Malang1. With the acceleration students recruitment with multiple tests rigorously, to get the input as expected by using the differentiation curriculum. By selecting material that essential or materials that are considered essential.
2. The implementation of Acceleration Program: (1) Face to face learning activities are conducted through face to face directly between teachers and students both inside and outside class (2) module other face-to-face through learning activities are also conducted through the module, (3). Tutorial, the discussion of subject matter that has not been understood by the students with the guidance of teachers or other students who have mastered the material. Approach, the learning activities as described above are directed to the establishment of complete learning process (mastery-learning), from the results obtained, MAN Malang 1 has been running the management well and can be seen from the results producing the quality graduates.

B. SUGGESTION

For the educator:

1. As the administrators, the principal must be skilled at coordinating the program, implementing, evaluating programs, supervision, and revision.
2. Remembering the intelligence and giftedness are owned by different acceleration students with the regular students in general, it is ideally required a different academic activities.
3. The teachers should be skilled at managing the classroom with the students of different abilities, classroom management that respects individual differences.
4. The teachers are required to use various methods in learning more variety in accordance with the characteristics of the students and subjects.
5. The teachers are required to be more creative in using the infrastructure and selecting appropriate and supported instructional media.
6. Should recommend the teachers not stuck using only textbooks. But the creative and innovative in the improvement in using literature and learning resources that support.

For institutions:

1. Continue to maintain the acceleration programs that have been existed, remember that the importance of special services that fit the needs of learners who have high intelligence and giftedness.

-
2. More selective in choosing teachers for the acceleration program professionals and competent as well as skilled in accordance with their field.

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A. Preparation Program to Accelerate MAN Malang 1

1. Organizing study visits to schools that have conducted classes such as Accelerated SMAN 1 Sidoarjo, SMAN 1 Malang, and MAN 3 Malang.
2. After Acceleration Whorkshorp held in Yogyakarta PSLB
3. Draft Class 9 MAN TEAM Acceleration by Malang 1 based on guidelines issued by the PSLB

B. Socialization Acceleration Program MAN Malang1

These activities began exercising in early April 2008 are as follows:

1. Through meetings with the mayor and all the components of Madrasah
2. MoU with a. Assistance for Higher Education
 - a. UNIBRAW in MIPA
 - b. UMM in Psychology
3. Coordination with relevant agencies such as the Office of the Ministry of Religious Affairs Office of Malang, East Java and the Office of the Regional Office of the Ministry of Religious Affairs

C. Acceleration Program Student Selection MAN Malang 1

To capture the classes are conducted with participants Acceleration:

1. Fill out the following statement Acceleration Program
2. The average grade report card SMP / MTs class VII, VIII, and IX, at least 8.00
3. The average value of at least the UN 8.00

4. Tests of Academic Mathematics and English 8.00
5. Psychological tests which included: IQ test, Test of Commitment, Creativity and conducted in collaboration with the Faculty of Psychology, University of Muhammadiyah Malang (UMM) of at least 125.
6. Interviews between parents / guardians, students, the Committee, and Management Based on the selection of 60 students there are 16 students who meet the criteria

D. Teacher of the Acceleration Program MAN Malang 1

To prepare the implementation of teacher classroom activities several Acceleration:

1. Teachers selected based on student questionnaires
2. Sosialisasi Class Acceleration by Ir. Adam Wiryawan, MS (UB) Psychology
3. Pelatihan By Tim Young of the Faculty of Psychology, University of Muhammadiyah Malang (UMM). Training teachers of Mathematics and Natural Sciences by Tim Unibraw. Pelatihan ICT. Pelatihan English for Mathematics and Science teachers

E. Execution time exercising their first batch of accelerated activities began in early May 2008 with the following details:

- | | |
|--|--------------------|
| 1. Socialization level Madrasah | : April 2008 |
| 2. MoU with the Higher Education Companion | : April 2009 |
| 3. CI-BI Student Selection | : July 2008 |
| 4. Accelerated Teacher Selection | : July 2008 |
| 5. Accelerated Teacher Training | : July-August 2008 |
| 6. Class preparation means Acceleration | : June-August 2008 |

- 7. Preparation Curriculum Acceleration : May-August 2008
- 8. Preparation Tool Learning : May-August 2008
- 9. Studying implementation : August 2008 - April 2009
- 10. Coordination with the school superintendent : July 2008 - April 2009
- 11. Evaluation : July 2008 - April 2009
- 12. . Filing permit accelerated classes : Maret 2008

F. Preparation

Organizing study visits to schools that have implemented classes such as Accelerated SMAN 1 Sidoarjo, SMAN 1 Malang, and MAN 3 Malang :

- 1. Follow Whorkshorp Akselerasi yang diadakan PSLB di Yogyakarta
- 2. Pembuatan Draft Kelas Akselerasi oleh TIM 9 MAN Malang 1
berdasarkan pedoman yang dikeluarkan oleh PSLB
- 3. After Acceleration Whorkshorp held in Yogyakarta PSLB 3
- 4. Draft Class 9 MAN TEAM Acceleration by Malang 1 based on guidelines issued by the PSLB

G. Management Acceleration

To facilitate management activities will be set Acceleration Class SK MAN Malang Chief manager of one of the following:

Responsible Person : Drs. H. Mahmudi Zainal, M. Ag

Program Chair : Drs. M. Husnan

Secretary : Mila Poerwanti, S. Pd

Treasurer : Dra. Erni Qomariah Rida
Academik : Drs. Sabilal Rosyad
Wali Kelas : Yasin S.Pd (Aksel A) dan Joko Sigiarto, SPd(AkselB)
BK/ BP : Dra. Hj. Siti Cholifah

H. Curriculum

Develop the KTSP curriculum differentiation and diversify both document 1 and document 2, including SBC, the cartography of SK / EK, educational calendar, the day the effective learning (HBe), plan of studies, lesson plans, assessment tools and modules of learning in mathematics and science, with the following indicators:

1. Arrangements KTSP which differentiate and diversify the curriculum;
2. Availability mapping SK / KD, educational calendar, the day to learn effectively (HBe), syllabus, lesson plans, Mathematics and Science Instrument Module Assessment and English.

I. The increase in the standard class declared to the next level if the student meets with academic standards and an academic.

1. Academic standard
 - a) They have a full ticket value in the semester 1 and 2 half 1.2.
 - b) The first ratings of the half into account to determine the increase in the class.
 - 1) Grades second semester (yet); the value should not be incomplete maximum of two persons and the average value of all the materials may not be less than KKM.

2. Non-Academic Norma

- a) Have an average personality (behavioral, dankerajinan neatness) of at least good.
- b) The presence of students in one school year is not less than 95% of total immersion one-year presence. Has a value of extracurricular activities no less than

J. Standard Penjurusan

1. Complies with the requirements of the class 2 increases.
2. Determining Penjurusan is the value of the second (even) 3 semester report card.
3. The value of each subject that is the hallmark of not less than 75 races.
4. Perhaps there is a maximum value of 2 incomplete subjects, but the typical themes of racing (mathematics, physics, chemistry and biology).

K. Funding source

1. Routine facility (DIPA)
2. Partipasi funds from parents/guardians to
3. Blockgrand from PSLB

L. DETAILS OF THE JOB

1. HEAD MADRASAH

- a) Responsible for the Accelerated Learning
- b) Periodic Acceleration of the implementation in coordination
- c) Continue to monitor the implementation of the 4-speed. Provide periodic reports, to:
 - 1) Religion Department, Malang

- 2) Education Office, Malang
- 3) Regional Office of the Ministry of religious affairs in the province of East Java
- 4) Regional Office of the Department of education and culture of the province of East Java
- 5) Committee Madrasah. To assess
- 6) To evaluate

2. COMMITTEE MADRASAH.

- a. Their contributions or suggestions Madrasah for acceleration program
- b. Assistance in dissemination activities among parents and communities.
- c. Assist complete the procurement of equipment and learning Acceleration

3. CONSULTANT

- a. Provide guidance or referrals to parents and students when needed Shiva
- b. Provide guidance or direction to staff education regarding the selection of strategies, approaches, and appropriate learning methods
- c. Providing help thinking about Acceleration program.

4. CHAIRMAN OF THE PROGRAM

- a. Together waka Curriculum and Implementation Acceleration:
- b. Develop a schedule of activities
- c. Plan and conduct professional development of teachers Acceleration
- d. Waka Joint Student and BP / BK acceptance strategy Acceleration

- e. Together Waka develop infrastructure facilities and infrastructure needed 4. Together Waka PR socialize to parents / guardians of students and the community
- f. By Ka TU administration prepares Acceleration
- g. Develop proposals relating to cooperation with other agencies and ask for help (blogrand).
- h. Assisting the Head of Madrasah in coordination with the parents.
- i. The students make periodic progress reports "to parents.
- j. Continue to monitor the implementation of acceleration with respect to:
 - a) The presence of students
 - b) Discipline
 - c) Student learning activities
 - d) Remedial and enrichment activities
 - e) The results of student evaluations

5. SECRETARY

1. Prepare and store administration Acceleration
2. Merekap attendance of students, teachers, and teaching journals
3. Setting up the meeting activities.
4. Collect data or ideas relating to accelerated program
5. Process and analyze all the data, aspirations or ideas and follow-up

6. ACADEMIC AFFAIRS

- a. Waka Curriculum and Chairman of the Joint Program to prepare curricula and faculty Acceleration

- b. Responsible for the procurement of:
 - a) Modules and LKS 3
 - b) Learning Media
 - c) Improved materials and enrichment
 - d) Format associated with reports of learning outcomes and curriculum targets absorbency
 - e) Coordinate the implementation of improvement programs and enrichment
 - f) Taking delivery of the target and the absorption kurikulum
 - g) .Helps to monitor the smooth implementation of learning activities
 - h) Prepare a general schedule and test schedule
 - i) Preparing reports learning outcomes / evaluation for parents include:
 - 1) Repeated daily tests
 - 2) Midterm of semester
 - 3) Tests of semester
 - 4) Grade report cards increase

7. TREASURER

With the Head of the Madrasah Program:

- a. Financial Planning program at two specific post.
- b. Managing money based on the priority scale three circulation.
- c. Provide periodic reports at least once a month with a subsequent charge for the program to the Head of Madrasah

8. GUIDANCE COUNSELING

- a. Develop program implementation BK

- b. Coordinate with the homeroom teacher in an effort to solve problems faced by students in a learning disability
- c. Providing advice to continue further education and appropriate employment report
- d. Develop and implement a follow-up BK
- e. Record and graph of school inputs

9. CLASS GUARDIAN

- a. Celebrate of the administration.
- b. Preparation of students monthly Preparation of students statistics monthly (value charts, etc.)
- c. 3. Filled out a set value
- d. Make special note of the students and workarounds
- e. Filling and submission of reports on the results of students on a regular basis
- f. Together BK conduct guidance and counseling services for student

M. Acceleration Class Facility MAN Malang 1

To support classroom activities diasipakan acceleration has several ways

1. Class:

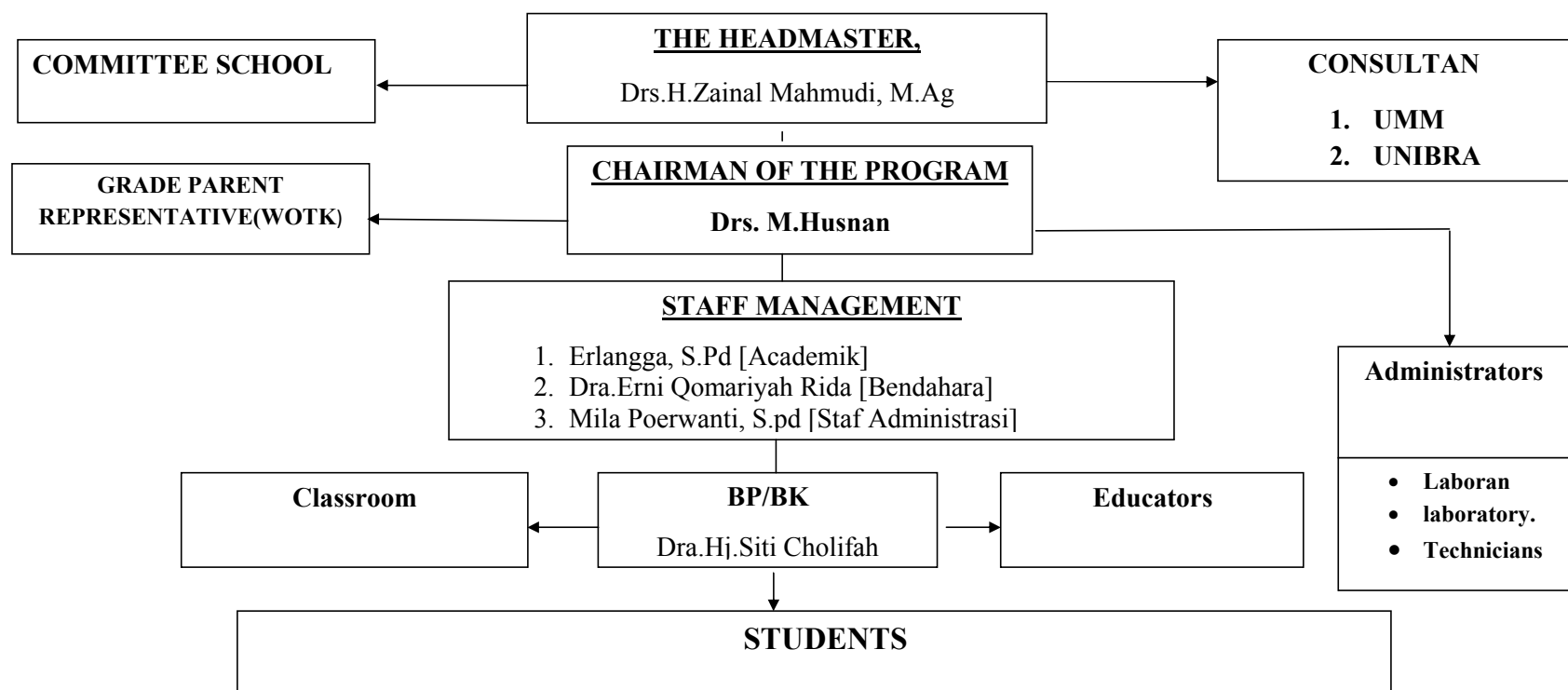
- a. LCD
- b. A set of PC Computer
- c. Internet Network
- d. AC 1,5 PK
- e. TV 29 ”
- f. Wardrobe Book reference library
- g. Referensi

2. Ruang Office acceleration

- a. Laptop
- b. Printer
- c. Cupboard Archives
- d. ATK
- e. Hotspot Area
- f. LCD

Appendix 4

**ORGANIZATIONAL STRUCTURE
OF THE IMPLEMENTATION OF AN ACCELERATION PROGRAM
YEAR 2010/2011 MAN MALANG 1**





MADRASAH ALIYAH NEGERI MALANG 1

JL. BAIDURI BULAN 40 TLOGOMAS MALANG

CALENDAR YEAR OF TEACHING AND LEARNING LESSONS

CLASS X, XI & XII ACCELERATION

SMTR	BULAN	TAHUN	TANGGAL																														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Semester I	Juli	2010										LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	16	17	18	
	Agustus	2010	LU	19	20	21	22	23	24	LU	LPP	LPP	LPP	EF1	EF2	EF3	LU	EF4	LHB	EF5	EF6	EF7	EF8	LU	EF9	EF10	EF11	EF12	EF13	EF14	LU	EF15	EF16
	September	2010	EF17	EF18	EF19	EF20	LU	LHR	LHR	LHR	LHR	LHB	LHB	LU	LHR	LHR	LHR	LHR	LHR	LHR	LU	25	26	27	28	29	30	LU	31	32	33	34	
	Oktober	2010	35	36	LU	37	38	39	40	41	42	LU	43	44	45	46	47	48	LU	49	50	51	52	US	US	LU	US	US	US	US	US	US	US
Semester II	Nopember	2010	55	56	R	1	2	3	LU	4	5	6	7	8	9	LU	10	11	LHB	12	13	14	LU	15	16	17	18	19	20	LU	21	22	
	Desember	2010	23	24	25	26	LU	27	LHB	28	29	30	31	LU	32	33	34	35	36	37	LU	38	39	40	41	42	LHB	LU	LS	LS	LS	LS	LS
	Januari	2011	LHB	LU	43	44	45	46	47	48	LU	49	50	51	52	53	54	LU	55	56	57	58	59	60	LU	61	62	63	64	65	66	LU	67
	Pebruari	2011	68	69	LHB	US	US	LU	US	US	US	US	US	US	US	LU	72	73	LHB	R	1	2	LU	3	4	5	6	7	8	LU	9		
Semester III	Maret	2011	10	11	12	13	14	LU	15	16	17	18	19	20	LU	21	22	23	24	25	26	LU	UN	UN	UN	UN	UN	UN	LU	UAM	UAM	UAM	UAM
	April	2011	UAM	UAM	LU	UPT	UPT	UPT	UPT	UPT	UPT	LU	UPT	UPT	27	28	29	LU	30	31	32	33	34	35	LU	36	37	38	39	40	41		
	Mei	2011	LU	42	43	44	45	46	47	LU	48	49	50	51	52	53	LU	54	LHB	55	56	57	58	LU	59	60	61	62	63	64	LU	65	66
	Juni	2011	US	LHB	US	US	LU	US	US	US	US	US	US	LU	67	68	69	70	71	R	LU	LS	LS	LS	LS	LS	LU	LS	LS	LS	LS		
	Juli	2011	LS	LS	LU	LS	LS	LS	LS	LS	LS	LU																					

Hari Efektif Sekolah

Semester I : 52 hari
Semester II : 73 hari
Semester III : 71 hari

KETERANGAN

LHB : Libur Hari Besar
LU : Libur Umum
LS : Libur Semester
LPP : Libur Permulaan Puasa
LHR : Libur Hari Raya

EF : Hari Belajar Efektif Fakultatif
R : Raport
US : Ulangan Semester
UN : Ujian Nasional
UAM : Ujian Akhir Madrasah

UPT : Ujian Praktek

Malang, 12 Juli 2010
Kepala Madrasah,

Drs. H. Zainal Mahmudi, M.Ag
NIP. 195607171981031003

LIBUR HARI BESAR

10 Juli 2010 : isro' Mi'roj Nabi Muhammad SAW
17 Agustus 2010 : Proklamasi Kemerdekaan RI
10 - 11 September 2010 : Hari Raya Idul Fitri 1431 H
17 Nopember 2010 : Hari Raya Idul Adha 1431 H
7 Desember 2010 : Tahun Baru Hijriyah 1432 H
1 Januari 2011 : Tahun Baru Masehi

3 Pebruari 2011 : Tahun Baru Imlek 2561
16 Pebruari 2011 : Maulid Nabi Muhammad SAW
5 Maret 2011 : Hari Raya Nyepi
4 April 2011 : Wafat Isa Almasih
22 April 2011 : Kenaikan Isa Almasih
2 Mei 2011 : Hari Raya Waisak

**COMPETENCY STANDARDS DEVELOPMENT AND COMPETENCE OF LESSONS FOR CI BI
AL-Qur'an HADITH MADRASAH ALIYAH ACCELERATION OF CLASS XI**

KTSP REGULER				KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)		
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man.
		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God

		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	<p>Various kinds of blessings God:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	<p>Various kinds of blessings:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah • Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal
2. Understanding Qur'anic verses about keeping the environment command		2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources

		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS. Al-A 'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS. Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: <ul style="list-style-type: none"> - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS. To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	
KTSP REGULER			KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)			
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man.

		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. • Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	<p>Various kinds of blessings God:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	<p>Various kinds of blessings:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah • Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal

	2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: prohibition to put the harm that God created everything should be the silver lining of the exploitation of the natural resources
		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> Q.S. Ar-Rum: 41-42 QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS.To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	
KTSP REGULER				KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)		
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI

XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of
		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. • Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • God given blessing to man. • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • God
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	<p>Various kinds of blessings God:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	<p>Various kinds of blessings:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal 		1.5. Implement ways of ingratitude towards God as contained in	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal

		Ankabut: 17, and thanksgiving favors hadistentang.	<ul style="list-style-type: none"> • Bil af 'aal 		QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	<ul style="list-style-type: none"> • Bil maal • Bil af 'aal
	2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: <ul style="list-style-type: none"> • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources
		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: <ul style="list-style-type: none"> - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS.To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	
KTSP REGULER			KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)			

Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man.
		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	Various kinds of blessings God: <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	Various kinds of blessings: <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah • Hurriyah

		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	How grateful to God: <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	How grateful to God: <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal
2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources 	
	2.2. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS.To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command		

KTSP REGULER				KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)		
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man. • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God
		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	Various kinds of blessings God: <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	

			<ul style="list-style-type: none"> • contributes ikhtiyariyah Hurriyah 			<ul style="list-style-type: none"> • contributes ikhtiyariyah • Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal
	2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources
		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. <p>Main material:</p> <ul style="list-style-type: none"> - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS.To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	

KTSP REGULER				KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)		
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man. • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God
		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	Various kinds of blessings God: <ul style="list-style-type: none"> • nature favors • diniyah contributes 		1.4. Simulation of various favors of Allah. as stated in the Qur'an.	

			<ul style="list-style-type: none"> • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah 		Az-Zuhruf: 9-13.	<ul style="list-style-type: none"> • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah • Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors hadistentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal
2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS. Al-A'rof: 56-58; QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS. Al-A'rof: 56-58; QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS. Al-A'rof: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206. about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS. Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources 	

		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS. Al-A 'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS. Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: <ul style="list-style-type: none"> - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS. To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	
KTSP REGULER			KTSP PLUS CI BI (KURIKULUM DEFERENSIASI)			
Class	Basic Competence	KOMPETENSI DASAR	MATERI	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI
XI/I	1. Understanding the Quran and the Hadith of Allah, and how grateful	1.1. Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir Decryption of QS. Al-Zuhruf: 9-13, QS. Al-Ankabut: 17 and hadts of delicious syukuir	<ul style="list-style-type: none"> • QS meaning. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude. 	1. Apply the verses of the Quran and the Hadith of Allah, and how grateful	1.1. Translating QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and the traditions of thanksgiving favors	<ul style="list-style-type: none"> • QS. Az-Zuhruf :9-13 • Discusses the gift of God given blessing to man.

		1.2. Explaining the contents of the content of QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • Discuss the gift of God granted to man. QS. • Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God 		1.2. QS the conclusion of its content. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	<ul style="list-style-type: none"> • QS. Al-Ankabut: 17 and hadts about gratitude. • How ungrateful towards God
		1.3. Shows the behavior of people who mengamal QS. Az-Zuhruf :9-13, QS. Al-Ankabut: 17 and hadts about gratitude.	<ul style="list-style-type: none"> • QS. Az-Zuhruf:9-13 • Discussing the favors of God given gift to man. • QS. Al-Ankabut: 17 and hadts about gratitude. How ungrateful towards God 		1.3. Identify the behaviour of the gratitude as QS. AZ-Zuhruf: 9-13, QS. Al - Ankabut: 17 and hadts on gratitude.	
		1.4. Identify types of favors Allah.sebagaimana contained in QS. Az-Zuhruf: 9-13.	<p>Various kinds of blessings God:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah Hurriyah 		1.4. Simulation of various favors of Allah. as stated in the Qur'an. Az-Zuhruf: 9-13.	<p>Various kinds of blessings:</p> <ul style="list-style-type: none"> • nature favors • diniyah contributes • contributes contributes • to spiritual life naturally • contributes ikhtiyariyah • Hurriyah
		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal 		1.5. Implement ways of ingratitude towards God as contained in QS. Al-Ankabut: 17, and thanksgiving favors haditstentang.	<p>How grateful to God:</p> <ul style="list-style-type: none"> • Billisan • Bil hal • Bil maal • Bil af 'aal

	2. Understanding Qur'anic verses about keeping the environment command	2.1. Mengartikan Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42, QS.Al-A'rof: 56-58;QS. Shad:27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	2. Apply the verses of the Koran on the preservation of the environment command	2.1. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS.Al-Baqoroh: 204-206.about preserving the environment command	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42; QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. • Main material: • prohibition to put the harm • that God created everything should be the silver lining • of the exploitation of the natural resources
		2.2. Explaining the contents of Surat ar-Rum: 41-42, QS.Al-A'ROF: 56-58; QS. Shad: 27; QS .. Al-Furqan: 45-50 and QS. Al-Baqoroh: 204-206.	<ul style="list-style-type: none"> • Q.S. Ar-Rum: 41-42 QS.Al-A'rof: 56-58; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. Main material: - Prohibition of mischief - God created all things there must be wisdom - Exploitation of natural resources the gift of God - hypocritical actions that cause environmental damage 		2.2. Apply the contents of the sura Ar-Rum: 41-42, QS.To ROF-A: 56-58; QS. Shad: 27; QS... Al - Furqan: 45-50 and QS. Al - Baqoroh: 204-206. preserve the environment command	

S I L A B U S

Education units : Madrasah Aliyah (MA)
Class / semester : XI / ODD
Subject : QUR'AN - HADITS
Basic competence : 2. Understanding Qur'anic verses about keeping the environment command

Basic Competence	Learning Materials	Learning Activities	Indicator	Evaluation	Time	Learning Resources
1. Explaining the contents of Surat ar-Rum: 41-42, QS. Al-A'rof: 56-58; QS. Shad: 27; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. about preserving the environment command	<ul style="list-style-type: none"> Q.S. Ar-Rum: 41-42, QS. Al-A'rof: 56-58; QS. Shad: 27; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	<ul style="list-style-type: none"> Read the paragraph about the command to keep the environment kekelestarian FAQ random sense mufrodad In pairs students listen to each other to interpret every verse dealing with orders to keep the environment kekelestarian 	<ul style="list-style-type: none"> Read QS. Ar-Rum: 41-42 Read QS. Al-A'rof: 56-58 Read QS. Shad: 7 Read QS. Al-Furqon: 45-50 Read QS. Al-Baqarah: 204-206 mentions the meaning mufrodad Interpret QS. Ar-Rum: 41-42 Interpret QS. Al-A'rof: 56-58 Interpret. QS. Shad: 7 Interpret QS. Al-Furqon: 45-50 Interpret QS. Al-Baqarah: 204-206 	<ul style="list-style-type: none"> Billing Type -write Tests -hamweark Test-form instrument -Tes subjektive -Tes ts objektive - individual 	4x45 menit	<ul style="list-style-type: none"> Textbooks MORA students. Al-Qur'an and translation Hamka, Tafsir al-Azhar University, Jakarta, Pustaka Panjimas M. Quraish Shihab, Tafsir al-Mishbah Reference library Internet

Basic Competence	Learning Materials	Learning Activities	Indicator	Evaluation	Time	Learning Resources
1. Explaining the contents of Surat ar-Rum: 41-42, QS. Al-A'raf: 56-58, QS. Al-Furqan: 45-50 dan QS. Al-Baqoroh: 204-206. about preserving the environment command	<ul style="list-style-type: none"> Q.S. Ar-Rum: 41-42, QS. Al-A'raf: 56-58; QS. Shad: 27.; QS. Al-Furqon: 45-50 dan QS. Al-Baqoroh: 204-206. 	<ul style="list-style-type: none"> Read the paragraph about the command to keep the environment kekelestarian FAQ random sense mufrodat In pairs students listen to each other to interpret every verse dealing with orders to keep the environment kekelestarian 	<ul style="list-style-type: none"> Read QS. Ar-Rum: 41-42 Read QS. Al-A'raf: 56-58 Read QS. Shad: 7 Read QS. Al-Furqon: 45-50 Read QS Al-Baqarah 204-206 mentions the meaning mufrodat Interpret QS. Ar-Rum: 41-42 Interpret QS. Al-A'raf: 56-58 Interpret. QS. Shad: 7 Interpret QS. Al-Furqon: 45-50 Interpret QS. Al-Baqarah 204-206 	<ul style="list-style-type: none"> Billing Type -write Tests -hamweark Test-form instrument -Tes subjektive -Tes ts objektive - individual 	4x45 menit	<ul style="list-style-type: none"> Textbooks MORA students. Al-Qur'an and translation Hamka, Tafsir al-Azhar University, Jakarta, Pustaka Panjimas M. Quraish Shihab, Tafsir al-Mishbah. Reference library Internet

Appendix 5.

**APPENDIXES PERANGKAT PEMBELAJARAN ACCELERATION
PROGRAM LEARNING AT MAN Malang 1**

**LIST STUDENT CLASS XI / ACCELERATION
PROGRAMS MAN MALANG 1
YEAR 2010 / 2011**



NO	NAME	PLACE & DATE	IQ
1	Akhmad Zainur Rifan	Malang, 15 Mei 1994	128
2	Alif Alfianto	Malang, 6 Juni 1994	127
3	Anang Hidayat	Malang, 13 Mei 1994	133
4	Erick Islami daviq	Malang, 28 September 1994	149
5	Ilmiyah Nur Rahmatika	Malang, 7 November 1994	136
6	Izza Nurmillia	Pasuruan, 24 September 1994	136
7	Lailatul Fitria	Malang, 26 Februari 1994	128
8	M. Abduh Mushthofa	Malang, 8 September 1994	127
9	M. Ainul Yaqin	Jombang, 16 Oktober 1994	127
10	M. Ainur Rofiq	Malang, 24 Oktober 1993	128
11	M. Irsyadul Ibad	Malang, 9 Maret 1994	136
12	Maulia Shofia Hanum	Malang, 19 Agustus 1994	127
13	Mu'tasim Billah	Malang, 14 Februari 1994	136
14	Nikmatur Rohmah	Surabaya, 8 September 1994	127
15	Rahayu Nuril Insiyiroh	Malang, 1 Juni 1994	127
16	Rizky Yuda Ardanata	Malang, 20 September 1994	136
17	Safinah Al-Mubarakah	Malang, 29 September 1994	127
18	Syarif Firasyan. M	Yogyakarta, 17 Juli 1995	133
19	Maulida Anugrah Wanodya Ayu.H	Ponorogo, 22 September 1992	129



MADRASAH ALIYAH NEGERI MALANG 1

Jl. Baiduri Bulan No. 40 Telp. (0341) 551752 Malang

DAFTAR GURU PENGAJAR KELAS AKSELERASI

TAHUN PELAJARAN 2010-2011

NO	URAIAN	KODE	NAMA GURU	ALOKASI WAKTU			KODE	NAMA GURU	ALOKASI WAKTU		
				SEMESTER					SEMESTER		
				I	II	III			IV	V	VI
	Kelas		X E					XI IPA 4			
	Mata Pelajaran										
1	Pendidikan Agama										
	a. Qur'an Hadist	7	Drs. Muhammad Dahri, S.Pd	2	2	2	58	Abdurrohim, S.Pd	2	2	2
	b. Fiqih	42	Hanik Ulfa, S.Ag	2	2	2	42	Hanik ulfa, S.Ag	2	2	2
	c. Aqidah Akhlaq	36	Yasin, S.Pd	2	2	2	36	Yasin, S.Pd	2		
	d.SKI						36	Yasin, S.Pd		2	2
2	Pendidikan Kewarganegaraan	49	Dewi Nurjanah, S.Pd	2	2	2	49	Dewi Nurjanah, S.Pd	2	2	2
3	Bahasa Indonesia	53	Riyono, S.Pd	4	4	4	53	Riyono, S.Pd	4	4	4
4	Bahasa Inggris	55	Mila Poerwanti, S.Pd	4	4	4	55	Mila Poerwanti, S.Pd	4	4	4
5	Bahasa Arab	6	Drs. M. Shohib, M.Ag	2	2	2	6	Drs. M. Shohib, M.Ag	2	2	2
6	Matematika	20	Dra. Erni Qomaria Rida	4	4	5	4	Drs. M. Husnan	5	5	5
7	Fisika	22	Emi Rohanum, S.Pd	3	3	5	35	Drs. Sabilai Rosyad	5	5	5
8	Biologi	25	Dra. Dyah Istami Suharti	3	3	5	21	Dra. Ismiati Mahmudah	5	5	5
9	Kimia	10	Dra. Sri Pusporini	3	3	5	13	Betty Sumiwati, S.Pd	5	5	5
10	Sejarah	38	Subhan, S.Pd M.Si	1	1	1	38	Subhan, S.Pd M.Si	1	1	1
11	Geografi	2	Dra. Hj. Istarsyidah, S.Pd	1	1						
12	Ekonomi	54	Farah Fuadati, S.Pd	2	2						
13	Sosiologi	8	Dra. Hj. Nur Laila, S.Pd	2	2						
14	Seni Budaya	37	Endro Subagyo, S.Pd	2	2	1	37	Endro Subagyo, S.Pd	1	1	1
15	Penjaskes	47	Joko Sugiharto, S.Pd	2	2	2	47	Joko Sugiharto, S.Pd	2	2	2
16	T I K	30	R. Heru Lesman, S.Pt	2	2	2	61	M. Azwar Taufiq, S.Kom	2	2	2
	Muatan Lokal(Conversation)	58	Abdurrohim, S.Pd	2	2	1	45	M. Khuseini, S.Pd	1	1	1
	Pengembangan Diri	16	Dra. Hj. Rida Ruhamawati	1	1	1	5	Dra. Hj. Siti Kholifah	1	1	1
	WALI KELAS	20	Dra. Erni Qomaria Rida				36	Yasin, S.Pd			
	Jumlah			46	46	46			46	46	46

Malang, 12 Juli 2010

Mengetahui,
Kepala,

Ketua Program Akselerasi

Drs. H. Zainal Mahmudi, M.Ag
NIP. 195607171981031003

Drs. M. Husnan
NIP 196211011990031007



MADRASAH ALIYAH NEGERI MALANG 1
 Jl. Baiduri Bulan No. 40 Telp. (0341) 551752 Malang
DAFTAR GURU PENGAJAR KELAS AKSELERASI
TAHUN PELAJARAN 2010-2011

NO	URAIAN	KODE	NAMA GURU	ALOKASI WAKTU SEMESTER			KODE	NAMA GURU	ALOKASI WAKTU SEMESTER		
				I	II	III			IV	V	VI
	Kelas		X E					XI IPA 4			
	Mata Pelajaran										
1	Pendidikan Agama										
	a. Qur'an Hadist	7	Drs. Muhammad Dahri, S.Pd	2	2	2	58	Abdurrohim, S.Pd	2	2	2
	b. Fiqih	42	Hanik Ulfa, S.Ag	2	2	2	42	Hanik ulfa, S.Ag	2	2	2
	c. Aqidah Akhlaq	36	Yasin, S.Pd	2	2	1	36	Yasin, S.Pd	1	1	1
	d.SKI					1	42	Hanik ulfa, S.Ag	1	1	1
2	Pendidikan Kewarganegaraan	49	Dewi Nurjanah, S.Pd	2	2	2	49	Dewi Nurjanah, S.Pd	2	2	2
3	Bahasa Indonesia	53	Riyono, S.Pd	4	4	4	53	Riyono, S.Pd	4	4	4
4	Bahasa Inggris	55	Mila Poerwanti, S.Pd	4	4	4	55	Mila Poerwanti, S.Pd	4	4	4
5	Bahasa Arab	6	Drs. M. Shohib, M.Ag	2	2	2	6	Drs. M. Shohib, M.Ag	2	2	2
6	Matematika	20	Dra. Erni Qomaria Rida	6	6	6	4	Drs. M. Husnan	6	6	6
7	Fisika	22	Emi Rohanum, S.Pd	5	5	6	35	Drs. Sabilai Rosyad	6	6	6
8	Biologi	25	Dra. Dyah Istami Suharti	4	4	6	21	Dra. Ismiati Mahmudah	6	6	6
9	Kimia	10	Dra. Sri Pusporini	5	5	6	13	Betty Sumiwati, S.Pd	6	6	6
10	Sejarah	38	Subhan, S.Pd M.Si	1	1	1	38	Subhan, S.Pd M.Si	1	1	1
11	Geografi	2	Dra. Hj. Istaryidah, S.Pd	1	1						
12	Ekonomi	54	Farah Fuadati, S.Pd	1	1						
13	Sosiologi	8	Dra. Hj. Nur Laila, S.Pd	1	1						
14	Seni Budaya	37	Endro Subagyo, S.Pd	1	1	1	37	Endro Subagyo, S.Pd	1	1	1
15	Penjaskes	47	Joko Sugiharto, S.Pd	2	2	2	47	Joko Sugiharto, S.Pd	2	2	2
16	T I K	30	R. Heru Lesman, S.Pt	2	2	2	61	M. Azwar Taufiq, S.Kom	2	2	2
	Muatan Lokal(Conversation)	58	Abdurrohim, S.Pd	2	2	1	45	M. Khuseini, S.Pd	1	1	1
	Pengembangan Diri	16	Dra. Hj. Rida Ruhamawati	1	1	1	5	Dra. Hj. Siti Kholifah	1	1	1
	WALI KELAS	20	Dra. Erni Qomaria Rida				36	Yasin, S.Pd			
	Jumlah			50	50	50			50	50	50

Malang, 12 Juli 2010

Mengetahui,
Kepala,

Drs. H. Zainal Mahmudi, M.Ag

Ketua Program Akselerasi

Drs. M. Husnan

**MADRASAH ALIYAH NEGERI MALANG 1**

Jl. Baiduri Bulan No. 40 Telp. (0341) 551752 Malang

LIST OF TEACHERS CLASS ACCELERATION PROGRAMS

YEAR PELAJARAN 2010-2011

NO	URAIAN	KODE	NAME TEACHER	ALOKASI WAKTU			KODE	NAME TEACHER	ALOKASI WAKTU		
				SEMESTER					SEMESTER		
				I	II	III			IV	V	VI
	CLASS		X E / XI IPA 4				XI IPA 4 / XII IPA 3				
	<i>Mata Pelajaran</i>										
1	Pendidikan Agama										
	a. Qur'an Hadist	7	Drs. Muhammad Dahri, S.Pd	2	2	2	58	Abdurrohimi, S.Pd	2	1	1
	b. Fiqih	42	Hanik Ulfa, S.Ag	2	2	2	42	Hanik ulfa, S.Ag	2	1	1
	c. Aqidah Akhlaq	36	Yasin, S.Pd	2	2	1	36	Yasin, S.Pd	1	1	1
	d.SKI					1	42	Hanik ulfa, S.Ag	1	1	1
2	Pendidikan Kewarganegaraan	49	Dewi Nurjanah, S.Pd	2	2	2	49	Dewi Nurjanah, S.Pd	2	1	1
3	Bahasa Indonesia	53	Riyono, S.Pd	4	4	4	53	Riyono, S.Pd	4	6	6
4	Bahasa Inggris	55	Mila Poerwanti, S.Pd	4	4	4	55	Mila Poerwanti, S.Pd	4	6	6
5	Bahasa Arab	6	Drs. M. Shohib, M.Ag	2	2	2	6	Drs. M. Shohib, M.Ag	2	2	2
6	Matematika	20	Dra. Erni Qomaria Rida	6	6	6	4	Drs. M. Husnan	6	7	7
7	Fisika	22	Emi Rohanum, S.Pd	5	5	6	35	Drs. Sabilai Rosyad	6	7	7
8	Biologi	25	Dra. Dyah Istami Suharti	4	4	6	21	Dra. Ismiati Mahmudah	6	8	8
9	Kimia	10	Dra. Sri Pusporini	5	5	6	13	Betty Sumiwati, S.Pd	6	8	8
10	Sejarah	38	Subhan, S.Pd M.Si	1	1	1	38	Subhan, S.Pd M.Si	1	0	0
11	Geografi	2	Dra. Hj. Istaryidah, S.Pd	1	1						
12	Ekonomi	54	Farah Fuadati, S.Pd	1	1						
13	Sosiologi	8	Dra. Hj. Nur Laila, S.Pd	1	1						
14	Seni Budaya	37	Endro Subagyo, S.Pd	1	1	1	37	Endro Subagyo, S.Pd	1	1	1
15	Penjaskes	47	Joko Sugiharto, S.Pd	2	2	2	47	Joko Sugiharto, S.Pd	2	0	0
16	T I K	30	R. Heru Lesman, S.Pt	2	2	2	61	M. Azwar Taufiq, S.Kom	2	0	0
	<i>Muatan Lokal(Conversation)</i>	58	Abdurrohimi, S.Pd	2	2	1	45	M. Khuseini, S.Pd	1	0	0
	<i>Pengembangan Diri</i>	16	Dra. Hj. Rida Ruhamawati	1	1	1	5	Dra. Hj. Siti Kholifah	1	0	0
	WALI KELAS	20	Dra. Erni Qomaria Rida				36	Yasin, S.Pd			
	Jumlah			50	50	50			50	50	50
	<i>Pendampingan</i>										
	Matematika	20	Dra. Erni Qomaria Rida		2	2	4	Drs. M. Husnan	2	2	2
	Fisika	57	Siti Dwi Yuliasuti, S.Pd		2	2	35	Drs. Sabilai Rosyad	2	2	2
	Kimia	10	Dra. Sri Pusporini		2	2	13	Betty Sumiwati, S.Pd	2	2	2
	Biologi	25	Dra. Dyah Istami Suharti			2	21	Dra. Ismiati Mahmudah	2	2	2
	Jumlah				6	8			8	8	8

Mengetahui,
The headmaster,



Drs. H. Zainal Mahmudi, M.Ag
NIP. 195607171981031003

Malang, 21 December 2010

THE CHAIRMAN ACCELERATION

Drs. M. Husnan
NIP 196211011990031007

OUTPUT STUDENT OF ACCELERATION Of MAN MALANG 1

Generation, 2008/209

No	Name	Departmen	Univercity
1	Syina Nisa R	Ilmu Keperawatan	UB
2	Naufal Saka Graha	IT	UB
3	Reva Nisatul N. H.	Farmasi	UMM
4	Rahmat Kautsar	Beacukai	STAIN
5	Bunga Kartika R.	Teknik Kimia	Poletek/UB
6	M. Amiruddin A.	Teknik Mesin	Poletek/UB
7	Nuzatun Nazar	Akbid	UMM
8	Masitha Nur S.	Akutansi	UB
9	Nailah Husna	IT	UB
10	Adi Slamet	Agroekoteknologi	UB
11	Fahmi A	Teknik Listrik	Poltek/UB
12	Zuhrina Rizky F.	Keperawatan	POLTEKES
13	Bayu Said A.	Farmasi/T.industri	UNAIR/UB

**MINISTRY OF RELIGION
ISLAMIC STATE UNIVERSITY
MAULANA MALIK IBRAHIM MALANG
FAKULTY OF TARBIYAH**

Gajayana street, No. 50 Phone (0341) 552398 Fax (0341) 552398
Website: www.tarbiyah.uin-malang.co.id

THE EVIDENCE OF CONSULTATION

Name : Mabruroh
NIM : 07110202
Faculty/Department : Tarbiyah/PAI
Advisor : Dr. Hj. Suti'ah, M.Pd
Thesis title : The Management The Of Acceleration Program At State
Islamic Senior High School Of Malang 1

No.	Date		Signature	
1	February, 10 th 2011	Revision of Title and Chapter I	1.	
2	February, 14 th 2011	Consultation of Chapters I and II		2.
3	February, 19 th 2011	Revision of Chapter II	3.	
4	March, 24 th 2011	Consultation of Chapter II, III 4		4.
5	May, 2 nd 2011	Consultation of chapter III and Research Instruments	5.	
6	May, 9 th 2011	Revision of Research Instruments		6.
7	June, 4 th 2011	Consultation of Chapters IV and V	7.	
8	June, 11 th 2011	Revision of Chapters IV, V and V		8.
9	June, 16 th 2011	Consultation of Chapter IV, V and VI	9.	
10	June, 28 th 2011	Thesis Agreement		10.

Malang, July, 4th 2011

Regarded,
Dean of Faculty of Tarbiyah

Dr. H. M. Zainuddin, MA
NIP. 19620507 199503 1 001

Appendix 3

THE POINTS IN THE QUESTION

1. What kind of implementation is like?
2. What kind of curriculum is used in the implementation of acceleration program?
3. How is the application of the learning management in acceleration program planning, implementation?
4. How does the teacher planning process on acceleration program?
5. How does the student recruitment process in the program?
6. The supporting facilities in the teaching-learning process in acceleration program?
7. How is the implementation of learning in acceleration program in the classroom?
8. How does Father / Mother arrange the learning devices in acceleration program (Annual Program, Semester Program, Syllabus and Lesson Plan)?
9. What strategies and methods are used in the learning process in an acceleration program?
10. Have the methods used been able to achieve a comprehensive learning (cognitive, affective, Psychomotoric)?
11. How does Father / Mother finish the subject matter in a shorter time than regular program?
12. How does the role of media in contributing to the continuity of learning in the acceleration classes?

13. How did the process you get into the accelerated program?

14. Are the methods and facility-infrastructure used by the teachers can help the teaching learning process running well?

RESEARCH INSTRUMENTS

ABOUT

The Implementation of the Acceleration Program Management in Madrasah Aliyah Negeri Malang 1

A. Observation Guidelines

1. Observing the conditions of MAN Malang 1
2. Observing the teaching and learning activities of acceleration program
3. Observing the condition of facility and infrastructure (facilities) of acceleration program

B. The Documentation Guidelines of Acceleration Program in MAN Malang 1

1. Collecting the data about the acceleration program
2. Acceleration Program Organizational Structure
3. Collecting the data about the condition of the teacher's personnel and the students of acceleration program
4. Collecting the data about facilities and infrastructure in the acceleration program in MAN Malang 1
5. Collecting the data of Learning Device (Annual Program, Semester Program, Syllabus, and Lesson Plan), Academic Calendar of Acceleration Program
6. The Score of the Acceleration Student Test.

INTERVIEW GUIDELINES

Informant: The Principal

1. Why MAN Malang 1 conducts the acceleration program?
2. What kind of it is like?
3. What kind of curriculum is used in the acceleration program?
4. How is your understanding of learning management in the acceleration program?
5. How is the application of learning management in the acceleration program (planning, implementation)?

Informant: The Vice Of Curriculum

1. How is Planning of the acceleration program at MAN Malang1 (students, teachers, curriculum, facilities)?
2. How is the Implementation of the Acceleration Program at MAN Malang 1 (teaching-learning process)?
3. How is the implementation of learning of the acceleration program in the classroom?
4. How is the teachers' condition, Students and supporting facilities in the teaching-learning process in the acceleration program?
5. What kind of curriculum is used in the acceleration program?

Informant: Drs.M.Husnan Abror (the Chairman of Acceleration Program)

1. How is Planning of the Acceleration Program in Malang MAN 1 (students, teachers, curriculum, and facilities)?

2. Are there certain conditions for the teachers who want to teach in the acceleration program?
3. What activities have been conducted by MAN Malang 1 in the teacher preparation to teach acceleration program?
4. What kind of curriculum is used in the acceleration program?
5. How is the implementation of teaching-learning process of the acceleration program in the classroom?
6. What strategies and methods are used in the learning process of the acceleration program?
7. Classroom management of the acceleration program?

Informant: The Teacher Of Acceleration Program

1. Are there certain requirements to be the teachers who want to teach acceleration program?
2. What activities have been conducted MAN Malang 1 for the teacher preparation to teach acceleration program?
3. What kind of curriculum is used in the acceleration program?
4. How does Father / Mother arrange the learning devices in the acceleration program (Annual Program, Semester Program, Syllabus and Lesson Plan)?
5. What strategies and methods are used in the learning process of the acceleration program?
6. Has the method used been able to achieve the learning comprehensive (cognitive, affective, Psychomotoric)?
7. How are the facility and infrastructure in the acceleration program?

8. Classroom management of the acceleration program?

Informant: The Student Of Acceleration Program

1. How is the process you could join the acceleration program?
2. What are the requirements and tests before joining the acceleration program?
3. Are the methods and infrastructure that are used by the teachers can help the teaching and learning process running well?
4. Classroom management of the acceleration program?

Appendix 7

**MENTORING SCHEDULE ACCELERATION
CLASS
MAN MALANG I YEAR 2010 / 2011**

NO	DAY	TIME	subject	
			CLASSX	CLASS XII IPA 3
1.	Senin	14.15 - 15.45	MATEMATIKA	FISIKA
			Dra. Erni Qomaria Rida	Drs. Sabilal Rosyad
2.	Selasa	14.15 - 15.45	TIK	MATEMATIKA
				Drs. M. Husnan
3.	Rabu	14.15 - 15.45	KIMIA	KIMIA
			Dra. Sri Pusporini	Betty Sumiwati, S.Pd
4.	Kamis	14.15 - 15.45	FISIKA	BIOLOGI
			Emi Rohanum, S.Pd	Dra. Ismiati Mahmudah

Malang, 8 th January 2011
chairman,

Drs. M. Husnan A.
NIP 196211011990031007

**JADWAL PENDAMPINGAN
CLASS ACCELERATION SELAMA UJIAN MADRASAH
MAN MALANG I TAHUN PELAJARAN 2010 / 2011**

Accompaniment CLASS SCHEDULE DURING THE TEST OF LESSON Acceleration MADRASAH MALANG I MAN
2010 / 2011

NO	DAY	TIME	SUBJECK	
			CLASSSS XII IPA 3	TEACHER
1.	Senin, 28 Feb 2011	12.15 - 13.45	MATEMATIKA	Drs. M. Husnan A
2.	Selasa, 1 Mar 2011	12.15 - 13.45	B. INGGRIS	Mila Poerwanti, S.Pd
3.	Rabu, 2 Mar 2011	12.15 - 13.45	FISIKA	Drs. Sabilal Rosyad
4.	Kamis, 3 Mar 2011	12.15 - 13.45	KIMIA	Betty Sumiwati, S.Pd

Malang, 26 PebruarY 2011
Ketua Program,

Drs. M. Husnan A.
NIP 196211011990031007

Appendix 8

DOCUMENTASI
SCHOOL 1N MAN Malang 1



MAN Malang I



The Teachers Of MAN Malang 1



Office Acceleration



Recruitment Process Accelerated Program in
MAN Malang 1 year, 2010-2011.



Interview with bapak Drs.H.Zainal Mahmudi, M.Ag
Kepala Sekolah
17 Maret 20011 time 08.30 WIB,
di kantor MAN Malang 1



Interview with bapak Drs.Arif Djunaidi
Waka Kurikulum
17 Maret 20011 time 10.30 WIB,
In office



Interview with bapak Drs.M. Husnan Abror
MAN Malang 1
17februari 2010.time 9.30 Wib.di
in office of Acceleration Program



Interview with bapak Abdurrohman,S.Ag
Teacher acceleration
MAN Malang 1
Date 22 Maret 2011 time 10.30



Interview Nurul one of student program Acceleration in MAN
Malang 1
Date 16 Maret ,time 8.30 WIB

Teaching And Learning Activities Program Acceleration



1. One prose KBM in accelerated classes that use it media
2. Accelerated students were holding a laboratory experiment.

One Of The Acceleration Program Of Infrastructure



Library



CCTV : seluruh ruangan diberi proyektor untuk memonitor seluruh kegiatan yang dilakukan oleh guru dan siswa

Digital Library/ Komputerisasi Perpustakaan, Lab Komputer 3 ruangan, hampir semua guru mempunyai laptop dan menggunakan pembelajaran multimedia



Appendix 10



CURRIKULUM VITAE

Name : Mabruroh
Nim : 07110202
TTL : Kediri 06 November 1986
Department : Tarbiyah/PAI
Years of entry : 2007-2008
Address : jl. Flamboyan,pare kediri
No. Hp : 085736753456
Email : Ruroh-Muzayfah35@Yahoo.Co.Id

CURRIKULUM EDUCATION

NO	Name of School	Address	Year	Information
1	SD Bppi Cokroaminoto	Pare	1998-1999	pass
2	MTs Al-Mujtama'	Madura	2000-2003	pass
3	MA Al-Mujtama'	Madura	2004-2006	pass
4	UIN Maliki Malang	Malang	2007-2011	pass

ORGANIZATIONAL EXPERIENCE

NO	Name Of Organization	Job Title	Year	Information
1	JDFI	Member	2008	Active
2	HMI	Member	2009	Active
3	HMI	DepartmenPP	2010-2011	Active
4	HMI	Kabid PP	2010-2011	Active