

APPENDIX 1

TRANSLATERY LIST

| No. | Chapter, page | Surah | Translation |
|-----|---------------------|-------------|---|
| 1. | Chapter I Page 2 | Ar-Ruum: 22 | And among his wonders is the creation of the heavens and the earth, and the diversity of your tongues and colors; for in this, behold, there are messages indeed for all who are possessed of [innate] knowledge! |
| 2. | Chapter I Page 3 | Al-Qalam: 1 | Nun. By the pen and that which they inscribe. |

APPENDIX 2

Madrasah Tsanawiyah Negeri (MTsN) 2 Gambut

Brief History

MTs Negeri 2 Gambut is located at Jalan Ahmad Yani Km. 15,200 Gambut Subdistrict Banjar Regency, built on a land area of 450.5 square meters were obtained from the non-government at that time. Originally derived from the Vocational School was established on October 15, 1954 under the name of Private Religion Teacher Education (*Pendidikan Guru Agama Swasta (PGAS)*) until 1978.

Private Religion Teacher education is no change in the status MTsN and MAN are transformed into a state official on July 01, 1979 by the Minister of Religion No. 17 In 1978, the official status of a State MTs that learning period for 3 years. Then now called MTs Negeri 2 Gambut, Gambut District of Banjar Regency. Then the soil status MTs Negeri 2 Gambut has a land boundaries of the building:

- a. Bordering the North of MAN 1 Martapura
- b. Bordering the South of Agricultural Land Owned Population
- c. Bordering the East of the Road
- d. The western side is bordered by the Land Owned Population

Since the establishment of Teachers of Religious Education Private hitherto dinegerikan be MTs Negeri 2 Peat, of course, carried out in accordance with the change of leadership tenure, which has been established by the Office of

Religious Affairs Ka Prop. South Kalimantan. The Head of State MTs 2 Peat has been led by some Principals, they are:

1. H. Abdul Karim, BA, July 1, 1979 - July 1, 1983
2. Drs. H. Anwar Kaderi, July 1, 1983 - 1986
3. Asmuri CH, March 1, 1986 - March 1, 1988
4. Drs. Saberi M. Ismail, 01 Jnuari 1988 -1994
5. Drs. Sudirman, 01 April 1994 - 1995
6. Drs. H. Djuhdi, April 1, 1995 - 2004
7. Drs. Zarkasi, 14 July 2004 - August 12, 2009.
8. Drs. Firdaus Shoaib, MM, August 13, 2009 - May 23, 2011.
9. H. Sasi Herman, M.Si, May 24, 2011 - August 15
2013.
10. Drs. Sibahani, September 2, 2014 - now.

Profil of MTsN 2 Gambut

1. Name of School: MTsN 2 Gambut
2. NPSN: 30.31528 million
3. NSS: 121 163 030 005
4. Address: Jl. A. Yani Km 15.200 Gambut
5. District: Gambut
6. Regency: Banjar
7. Level: SMP / MTs
8. Status: State
9. Agency: Ministry of Religious Affairs
10. Accreditation: A
11. Headmaster: Drs. Sibahani
12. Head Of Administration: Ahmad Husaini. S.Pd.I
13. Head of Curriculum Field: Alipir Budiman, M.Pd
14. Head of Means Field: Drs. Rusmadi Ulfi
15. Head of Student Field: Dra. Hj. Indria Hartati, M.Pd.I
16. Head of Public Relations: Dra. Hj. Rahmah
17. Vision Of School: Achievement, cultured, bookish knowledge and technology, and based on faith and piety.
18. Mission of School:
 - Develop the school environment that is clean, beautiful and comfortable conducive
 - Do habituation in practice the teachings of Islam

- Optimizing the learning process and guidance
- Improving and optimizing the quality of graduates
- Increase achievement
- Preserving the local culture and environment

20. Purpose of School:

At the end of year 2013/2014 madrasah can:

- Being able to create an environment that is clean, beautiful, comfortable and safe conducive to education and learning.
- The formation of culture familiarize madrasa Islamic behavior.
- Optimizing the learning process with such approach uses multimedia technology, as well as guidance and counseling services.
- Capable of scoring above the passing standard.
- Achievement in each activity.
- Develop culturally nuanced types of activities Banjar.

21. Website : www.mtsn2gambut.blogspot.com

22. E-Mail : mtsn2gambut@gmail.com

23. Total of Students

| GRADE 7 | | GRADE 8 | | GRADE 9 | | TOTAL | |
|---------|----|---------|----|---------|----|-------|-----|
| M | F | M | F | M | F | M | F |
| 83 | 93 | 58 | 87 | 68 | 81 | 209 | 261 |

24. Teachers

| PNS | | NON PNS | | TATA USAHA | |
|-----|----|---------|---|------------|---|
| M | F | M | F | M | F |
| 9 | 17 | 2 | 4 | 2 | 5 |

STRUCTURE AND CURRICULUM

The curriculum structure is a pattern on the composition of the subjects that must be taken by the participants/students in learning activities. Depth curriculum in each subject at each educational unit contained within the competence of learners who must be controlled in accordance with the burden of learning contained in the structure of the curriculum. Competence is comprised of standards and basic competencies are developed based on competency standards.

The curriculum structure consists of three components, namely component subjects, local charge, and self-development. Components of subjects classified as follows:

- 1.The group of religious subjects and noble character
- 2.The group of subjects and personalities citizenship
- 3.The group of subjects in science and technology
4. The group of subjects aesthetics
- 5.Group of physical subjects, sports, and health

Components of local cargo and development of self is an integral part of the structure of curricula and developed solely by the school. The structure of this curriculum includes learning substance taken in one level for three years from class VII to IX grade. The curriculum structure is based on competency standards and competency standards subjects with the following conditions:

- a. This curriculum contains 14 subjects, local content, and self-development as shown in Table. Local content is curricular activities to develop competencies that are tailored to regional characteristics. Self-development is not a subject

that should be taken care of by the teacher. Self-development aims to provide opportunities for learners to develop and expressing themselves according to the needs, talents, and interests of each participant are educated in accordance with the conditions of the school. Facilitated and self-development activities or guided by a counselor, teacher, or educational staff that can be done in the form of extracurricular activities. Self-development activities conducted through counseling services that are pleasing to the problem of personal and social life, learning, and career development of learners.

- b. The substance of teaching science and social studies is "Integrated Science" and "Integrated IPS"
- c. Instructional hours allocated for each subject as stated in the curriculum structure. Education units are possible to add a maximum of four hours per week learning overall.
- d. The allocation of one hour lesson is 40 minutes.
- e. Weeks was effective in one learning year (two semesters) is 34-38 weeks

The curriculum structure MTsN 2 Gambut presented the following table:

| Component | Grade and Time Allocation | | |
|-------------------------|------------------------------------|--|--|
| | | | |
| A. Subject | | | |
| 1. <i>Aqidah Akhlak</i> | | | |
| 2. Quran Hadith | | | |
| 3. Fiqh | | | |
| 4. <i>SKI</i> | | | |
| 5. Arabic | | | |
| 6. PKn | | | |
| 7. Indonesian | | | |
| 8. English | | | |
| 9. Mathematics | | | |
| 10. <i>IPA</i> | | | |
| 11. <i>IPS</i> | | | |
| 12. Arts | | | |

| | | | |
|------------------------|--|--|--|
| 13. <i>Penjasorkes</i> | | | |
| 14. Skills/ICT | | | |
| B. Local Content | | | |
| 1. Read & Write Quran | | | |
| 2. Nahu / Sharaf | | | |
| C. Self Development | | | |
| Jumlah | | | |

A. The Content of Curriculum

1. Subject

a. Religious education

include:

Aqidah Morals, the Qur'an Hadith, Fiqh, Islamic Cultural History, and Arabic.

Aim :

Provides insights on religious issues, improve students' devotion dah faith in the religion of Islam.

b. Citizenship and personality

Aim :

An understanding of the students' awareness of national and state life and the importance of planting a sense of unity and cohesion.

c. Indonesian

Aim :

Fostering language skills orally and in writing, and be able to use language as a communication tool and a means of understanding of science and technology.

d. English

Aim :

Fostering language skills and communicate orally and in writing to deal with science and technology development and globalization era.

e. mathematics

Aim :

Provide an understanding of logic and basic math skills in order mastery of science and technology

f. Natural Sciences

Include: Physics and Biology

Aim :

Providing knowledge and skills to students to master the basics of science in the context of the mastery of science and technology

g. Social Sciences

Include: History, Economics and Geography

Aim :

Socio-cultural knowledge give a pluralistic society, develop a sense of community and has keterampilan living independently.

h. Art and culture

Include: visual arts, the art of music, dance, and theater arts

Aim:

Develop an appreciation for art, creativity, and love of the art and culture of the National

i. Sports physical Education and health

Aim :

Instilling healthy habits, improve fitness and skills in the field of sport, instilling a sense of sportsmanship, responsibility, discipline, and confidence in students.

2. Local Content

Local content is to develop competency curricular activities that are tailored to the characteristics and potential of the region, including the area of excellence, that the material not suitable to be a part of other subjects and or too many so it should be a separate subject. The substance of local content is determined by the education unit, not limited to the subjects of skills. Local content is a subject, so the unit of education should develop Competence Standard and Basic Competence for every type of local content organized. Education unit may organize a local content subjects each semester. This means that in terms of years of education unit may organize two local content subjects.

Local content developed in MTsN 2 Gambut is:

- a. Read Write Quran (BTA), was developed to improve the ability to read and write letters Quran

Local Content Quran Literacy (BTA) is in accordance with the Regional Regulation No. 9 of 2009 on Education of the Qur'an in South Kalimantan.

- b. Memorizing short Sura, is intended as a companion reading and writing the Koran, so students can memorize short chapters that will be practiced in everyday life in the community.

Local Content allocating 2 (two) hours of lessons.

3. Personal Development Activities

Self-development activities aimed at providing opportunities for learners to develop and express themselves according to the needs, talents, interests, each learner in accordance with the conditions of the school. Facilitated self-development activities and / or guided by a counselor, teacher, or educational staff that can be done in the form of extracurricular activities. Self-development activities can be done through the activities of counseling services that are pleasing to the problem of personal, social life, learning, and career development of students. As for extracurricular activities can be done through scouting activities, leadership and scientific groups of teenagers.

PEMBAGIAN TUGAS GURU TAHUN AJARAN 2014/2015

| Kode | Bidang Studi | NAMA | KELAS | | | | | | | | | | | | | | | | JLH | |
|------|---------------|--------------------------|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|
| | | | 7A | 7B | 7C | 7D | 7E | 7F | 8A | 8B | 8C | 8D | 8E | 8F | 9A | 9B | 9C | 9D | | 9E |
| 1 | Akidah Akhlak | Drs. Sibahani | 2 | 2 | 2 | | | | | | | | | | | | | | 6 | |
| | | Arbani Noor, S.Pd.I | | | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 14 |
| | | Dra. Rusdiah | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 14 |
| 2 | Qur'an Hadits | Firman Nashoha, S.Ag | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 24 |
| | | Abdul Hakim, S.Pd.I | | | | | | | 2 | 2 | 2 | 2 | 2 | | | | | | | 10 |
| 3 | Fikih | Arbani Noor, S.Pd.I | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | 10 |
| | | Dra. Rusdiah | | | | | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 10 |
| | | Hj. Murtini, S.Pd.I | | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | 14 |
| 4 | SKI | Marnila, S.Ag | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 26 |
| | | Hj. Murtini, S.Pd.I | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | 8 |
| 5 | B. Arab | Nur Anisah, S.Pd.I | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | 27 |
| | | Drs. Madimannor | | | | | | | | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 24 |
| 6 | B. Indonesia | Dra. Hj. Rahmah | | | | | 6 | 6 | 6 | | | | | | | | | | | 18 |
| | | Hj. Siti Rusdaniah, S.Pd | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | 24 |
| | | Syamsul M, S.Pd | | | | | | | | | | 6 | 6 | 6 | | | | | | 18 |
| | | Drs. Rusmadi Ulfi | | | | | | | | 6 | 6 | 6 | | | | | | | | 18 |
| | | Nima Herlina, S.Pd | | | | | | | | | | | | | | 6 | 6 | 6 | 6 | 24 |
| 7 | IPA | Huzaimah, S.Pd | 5 | 5 | | | | | | | | | | | 5 | | | | | 15 |
| | | Hj. Thaibah, S.Pd | | | | | | | | | | | | | | 5 | 5 | 5 | 5 | 20 |
| | | Nisa Riyani, S.Pd | | | | | | | | | | 5 | 5 | | | | | | | 10 |
| | | Sabariah, S.Pd.I | | | | | | | 5 | 5 | 5 | | | 5 | | | | | | 20 |

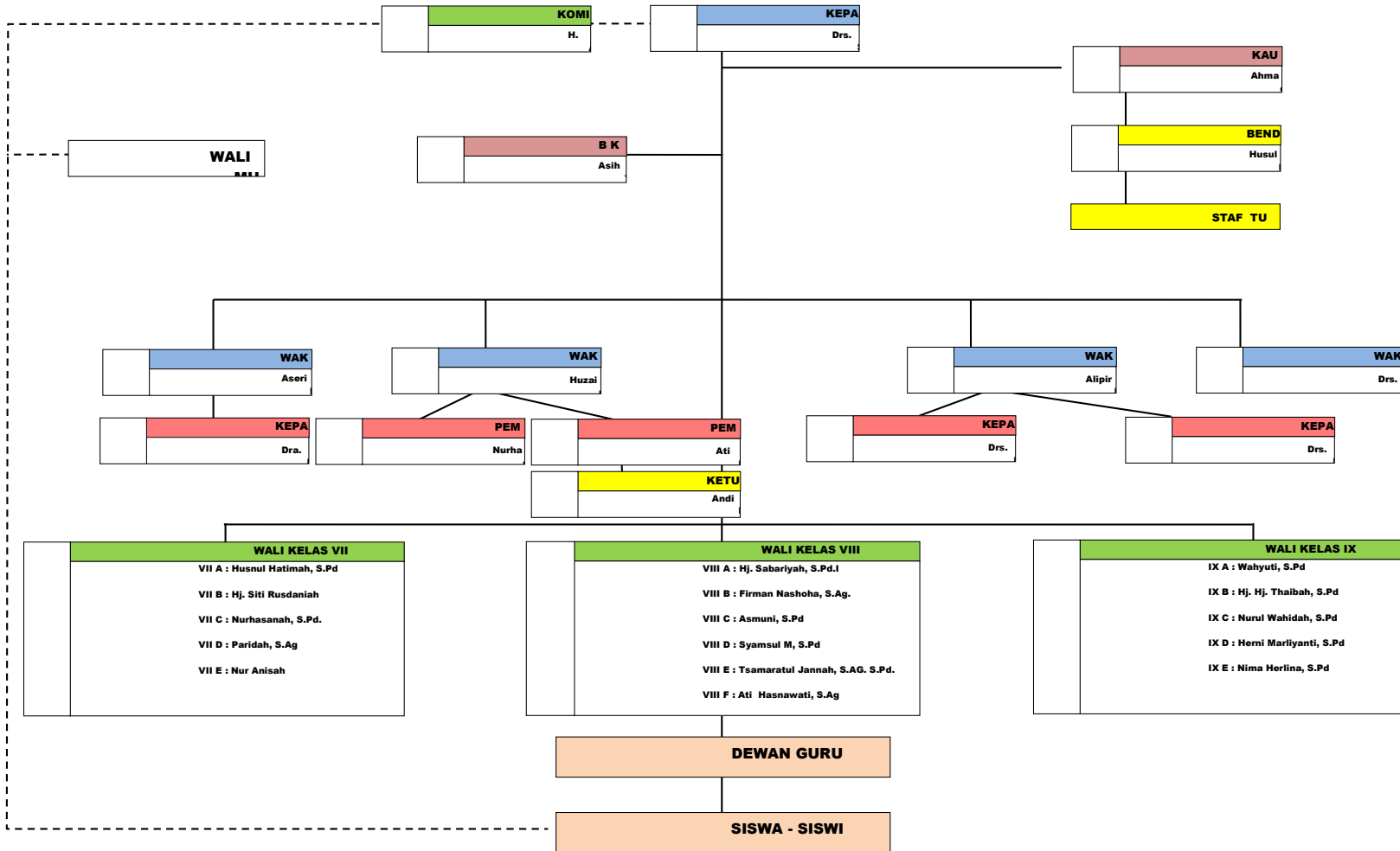
| | | | | | | | | | | | | | | | | | | | |
|----|-------------|----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| | | Dra. Martinah | | | 5 | 5 | 5 | 5 | | | | | | | | | | | 20 |
| 8 | IPS | Nurhasanah, S.Pd | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | 24 |
| | | Ati Hasnawati, S.Ag | | | | | | | 4 | 4 | 4 | 4 | 4 | 4 | | | | | 24 |
| | | Aseri Lamberi, S.Ag | | | | | | | | | | | | 4 | 4 | 4 | 4 | 4 | 20 |
| 9 | Matematika | Alipir Budiman, M.Pd | | | | | | | | | | | | 5 | 5 | 5 | | | 15 |
| | | Husnul Hatimah, S.Pd | 5 | 5 | 5 | 5 | 5 | | | | | | | | | | | | 25 |
| | | Asmuni, S.Pd | | | | | | 5 | 5 | 5 | 5 | | | | | | | | 20 |
| | | Herni Marliyanti, S.Pd | | | | | | | | | 5 | 5 | 5 | | | | 5 | 5 | 25 |
| 10 | B. Inggris | Tsamaratul Jannah, S.Ag | | | | | | | 4 | 4 | 4 | 4 | 4 | 4 | | | | | 24 |
| | | Nurul Wahidah, S.Pd | | | | | | | | | | | | 4 | 4 | 4 | 4 | 4 | 20 |
| | | M. Jamahsyari, S.Pd.I | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | 24 |
| 11 | Seni Budaya | Paridah, S.Ag | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | | | | | | | | 24 |
| | | Nisa Riyani, S.Pd | | | | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 12 |
| | | Nurul Wahidah, S.Pd | | | | | | | | | 2 | 2 | | | | | | | 4 |
| 12 | PKn | Wahyuti, S.Pd | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | 2 | 2 | 2 | | | 24 |
| | | Syamsul M, S.Pd | | | | | | | 2 | 2 | 2 | | | | | | | | 6 |
| | | Hj. Murtini, S.Pd.I | | | | | | | | | | | | | | | 2 | 2 | 4 |
| | | Dra. Hj. Rahmah | | | | | | | | 2 | 2 | | | | | | | | 4 |
| | | Drs. Rusmadi Ulfi | | | | | | | | | | | 2 | | | | | | 2 |
| 13 | Penjasorkes | Supian Hadi, S.Pd | 3 | 3 | 3 | | | | | | | | | 2 | 2 | 2 | 2 | 2 | 21 |
| | | Fembrias Handoko | | | | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | | | | | | 19 |
| 14 | Ketr/TIK | Nisa Riyani, S.Pd | | | | | | | 2 | 2 | | | | | | | | | 4 |
| | | Asmuni | | | | | | | | | | 2 | 2 | | | | | | 4 |

Sarana dan Fasilitas

| No | Nama | Jmlah |
|----|-----------------------|-------|
| 1 | Ruang Kepala Sekolah | 1 |
| 2 | Ruang Tata Usaha (TU) | 1 |
| 3 | Ruang Kantor Guru | 1 |
| 4 | Ruang UKS | 1 |
| 5 | Ruang Osis | 1 |
| 6 | Ruang BP. | 1 |
| 7 | Lab. IPA | 1 |
| 8 | Lab. Bahasa | 1 |
| 9 | Lab. Komputer | 1 |
| 10 | Parkir | 1 |
| 11 | Ruang Serbaguna/Aula | 1 |
| 12 | WC. Guru | 3 |
| 13 | WC. Siswa | 10 |
| 14 | Mushalla | 1 |
| 15 | Lapangan Olah Raga | 1 |
| 16 | Gudang | 1 |
| 17 | Ruang Kelas | 17 |
| 18 | Ruang Perpustakaan | 1 |
| 19 | Kanten Sekolah | 5 |
| 20 | Ruang Koperasi | 1 |

APPENDIX 3

STRUKTUR ORGANISASI MTsN 2 GAMBUT
TAHUN PELAJARAN 2014/2015



APPENDIX 4

DENAH MTsN 2 GAMBUT

Keterangan Luas Tanah :

Panjang Samping Kanan = 64 M²

Panjang Samping Kiri = 64 M²

Lebar Tanah = 81 M²

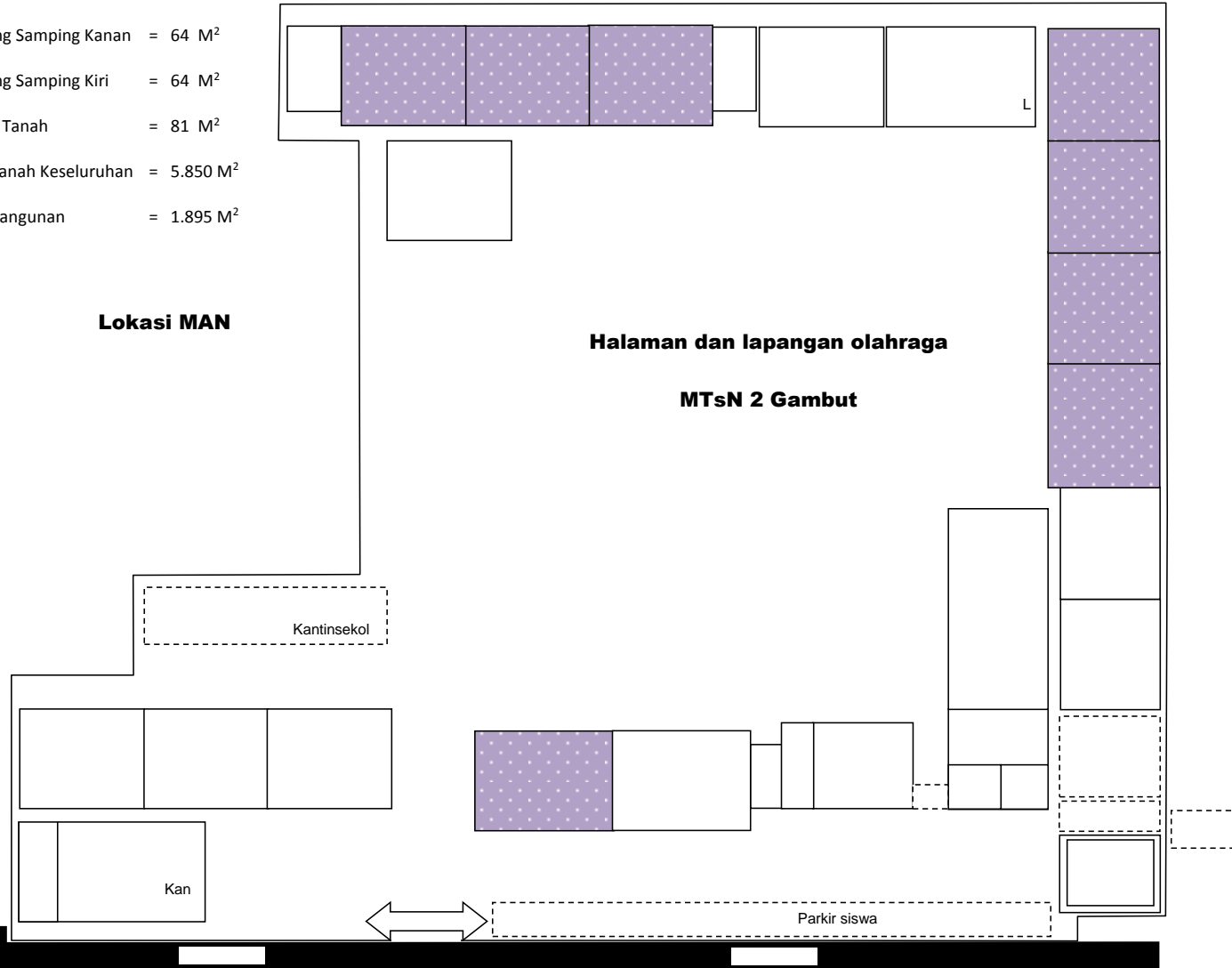
Luas Tanah Keseluruhan = 5.850 M²

Luas Bangunan = 1.895 M²

Lokasi MAN

Halaman dan lapangan olahraga

MTsN 2 Gambut



APPENDIX 5

Interview Guideline

1. Are they interested in this material?
2. What book that you use to teach congratulation card?
3. Where did you get the material of congratulation card (source of the teaching material)?
4. What kind of technique (s) that you used when you were teaching about congratulation card?
5. What media that you use to teach congratulation card?
6. How was the students' response to your explanation about congratulation card?
7. What are their difficulties when writing congratulation card?
8. How many time that you needed when you were teaching congratulation card

CURRICULUM VITAE

1. Name : Mariah Olfah
2. Place and Date of Birth : Martapura, August 6th 1993
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Kenanga Komp. Barakat Sekumpul
RT. 01 No. 228 B Martapura
8. Education :A. SDN Pasayangan 2 Martapura, graduated 2005.
B. MTs. Hidayatullah Martapura, graduated 2008.
C. MA. Hidayatullah Martapura, Graduted 2011.
D. S1 English Department of Tarbiyah and Teachers Training
Faculty of IAIN Antasari Banjarmasin academic year
2011/2012.
9. Organization : LPPQ IAIN Antasari Banjarmasin
10. Parents :A. Father's Name : Nadjamuddin
B. Mother's Name: Indrawati
11. Sibling : Noorlaily

Banjarmasin, Rabi'ul Awwal 1437 H

December 2015 A.D

APPENDIX 3

Commented [MSA1]:

STRUKTUR ORGANISASI MTsN 2 GAMBUT
TAHUN PELAJARAN 2014/2015

