

ABSTRAK

Disertasi ini bertujuan untuk menemukan (1) model penanaman nilai-nilai Pendidikan Agama Islam pada pesantren Ahlu Shuffah Bantaeng, (2) nilai-nilai moderasi beragama di pondok pesantren Ahlu Shuffah Bantaeng, (3) pola implementasikan nilai moderasi beragama di pondok pesantren Ahlu Shuffah Bantaeng. Penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif Sumber data yaitu data primer, bersumber dari kyai, ustad, pembina, guru dan peserta didik atau santri. Sedangkan data sekunder berupa brosur, pamphlet, buku atau profile pesantren atau dokumen lain yang relevan dengan penelitian. Instrumen penelitian mencakup pedoman wawancara, panduan observasi dan analisis dokumen. Selain itu yang menjadi instrument kunci adalah peneliti sendiri yang berfungsi menetapkan dan memilih informan sebagai sumber data, analisis data, dan menafsirkan data. Adapun teknik analisis data menggunakan model analisis data kualitatif yang dikembangkan oleh Miles, Huberman dan Saldana, yaitu kondensasi data, penyajian data, verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa; (1) model penanaman nilai- nilai Pendidikan agama Islam di pondok pesantren ahlu shuffah Kabupaten Bantaeng: (a) pembelajaran formal di ruang kelas, (b) pengajian rutin, (c) pengembangan diri, (d) pengajian dakwah di masyarakat, (e) latihan ceramah di masjid, (f) tahfiz al- Qur'an, dan (g) bakti sosial; (2) nilai- nilai moderasi beragama yang terimplementasi dengan baik di pesantren ahlu shuffah adalah (a) i'tidal (adil), (b) tawazun (seimbang), (c) Tasamuh yaitu menyadari akan adanya perbedaan dan menghormatinya, (d) Syura (musyawarah), (e) tadabbur (keberadaban); (3) Dampak Penanaman nilai-nilai Pendidikan Islam dan Moderasi Beragama di pondok pesantren ahlu shuffah dapat memberi kontribusi positif pada system pengawasan dan sanksi edukatif, lingkungan yang santun, pemberdayaan organisasi siswa intra sekolah, terciptanya budaya kerjasama dan tolong menolong. Penelitian ini berimplikasi pada terciptanya toleransi antar umat beragama dan intra beragama, serta kearifan lokal.

Kata Kunci: Penanaman, Nilai, Membangun, Moderasi, Beragama

ABSTRACT

This dissertation aims to find (1) a model of inculcating the values of Islamic Religious Education in the Ahlu Shuffah Bantaeng boarding school, (2) the values of religious moderation in the Ahlu Shuffah Bantaeng Islamic boarding school, (3) the pattern of implementing religious moderation values in the Ahlu Shuffah Islamic boarding school Bantaeng. This research is a qualitative research with a descriptive approach. The data sources are primary data, sourced from clerics, religious teachers, coaches, teachers and students or students. While secondary data is in the form of brochures, pamphlets, books or profiles of Islamic boarding schools or other documents relevant to research. Research instruments include interview guides, observation guides and document analysis. In addition, the key instrument is the researcher himself whose function is to determine and select informants as data sources, data analysis, and data interpretation. The data analysis technique uses a qualitative data analysis model developed by Miles, Huberman and Saldana, namely data condensation, data presentation, data verification and drawing conclusions.

The research results show that; (1) the model of instilling the values of Islamic religious education at the ahlu shuffah Islamic boarding school in Bantaeng Regency: (a) formal learning in the classroom, (b) routine recitation, (c) self-development, (d) presentation of da'wah in society, (e) practice lectures at the mosque, (f) tahfizd al-Qur'an, and (g) social services; (2) the values of religious moderation that are well implemented in the ahlu shuffah Islamic boarding school are (a) i'tidal (fair), (b) tawazun (balanced), (c) Tasamuh, namely being aware of differences and respecting them, (d) Shura (deliberation), (e) tadabbur (civilization); (3) The Impact of Embedding the values of Islamic Education and Moderation of Religion in the ahlu shuffah Islamic boarding school can make a positive contribution to the system of educational supervision and sanctions, a polite environment, empowering intra-school student organizations, creating a culture of cooperation and helping each other. This research has implications for the creation of inter-religious and intra-religious tolerance, as well as local wisdom.