

**STRATEGI PEMBELAJARAN FIKIH DALAM
MEMBENTUK SIKAP MODERASI BERAGAMA
DI MADRASAH TSANAWIYAH
KABUPATEN TUBAN**

DISERTASI

Diajukan untuk Memenuhi Sebagian Syarat
Memperoleh Gelar Doktor dalam Program Studi Pendidikan Agama Islam



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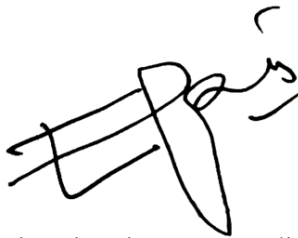
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DI MADRASAH TSANAWIYAH KABUPATEN TUBAN”**

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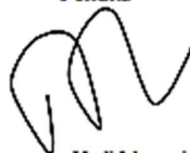
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ABSTRAK

Pentingnya pembentukan sikap moderasi beragama di kalangan peserta didik Madrasah Tsanawiyah yang ada di kabupaten Tuban sebagai ikhtiar untuk menciptakan kedamaian, kerukunan dan sikap saling menghormati dan menghargai ditengah masyarakat Kabupaten Tuban yang memiliki keragaman agama dan budaya. Pendidikan Agama Islam khususnya pembelajaran fikih berperan penting dalam mengintegrasikan nilai-nilai moderasi beragama. Tujuan penelitian ini adalah untuk mengeksplorasi strategi pembelajaran fikih dalam membentuk sikap moderasi beragama di Madrasah Tsanawiyah Kabupaten Tuban.

Penelitian ini menggunakan metode studi kasus, mengumpulkan data dengan cara observasi, wawancara, analisis dokumen, dan penyebaran kuisioner di beberapa Madrasah Tsanawiyah di Kabupaten Tuban. Instrumen penelitian terdiri atas 1) Lembar Observasi, 2) Lembar pedoman wawancara, 3) Lembar telaah dokumen, dan 4) Instrumen quisioner. Teks analisis data menggunakan reduksi data, Penyajian data, dan membuat kesimpulan akhir.

Hasil penelitian ini menunjukkan bahwa strategi pembelajaran fikih dalam membentuk sikap moderasi beragama adalah dengan cara mengintegrasikan nilai-nilai moderasi beragama ke dalam pembelajaran fikih dengan menggunakan strategi pembelajaran *“Holistic Integrative”* yakni Strategi pembelajaran dengan memadukan beberapa strategi pembelajaran antara lain strategi pembelajaran *Contextual Learning, Active Learning, Problem Based Learning, Project based learning*, dan *Collaborative Learning*. Dan menggunakan metode diskusi dengan teknik memberi nama kelompok diskusi dengan prinsip moderasi beragama seperti: “Kelompok *tawassut* kelompok *tawāzun*, kelompok *tasāmuḥ*, kelompok *i’itidāl*, dan kelompok *shurā*, serta penguatan karakter melalui keteladanan dan pesan moral dapat membentuk sikap moderasi beragama peserta didik.

Penelitian ini memberikan beberapa implikasi teoritis dan praktis yang signifikan diantaranya adalah temuan teori ini memperkaya teori pendidikan Islam khususnya dalam konteks pembelajaran fikih dengan menekankan pentingnya integrasi nilai- nilai moderasi beragama. Hasil penelitian ini menemukan strategi baru dalam pembelajaran yang peneliti berinama Strategi Pembelajaran *Holistik Integratif*. Guru mempunyai peran yang signifikan dalam membentuk sikap moderasi beragama peserta didik.

Kata Kunci: Strategi Pembelajaran Fikih, Sikap moderasi beragama

Title : Strategy for Fiqh Education in Cultivating Moderate Religious Perspectives at Madrasah Tsanawiyah, Tuban Regency
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ABSTRACT

This research underscores the significance of cultivating an attitude of religious moderation among Madrasah Tsanawiyah students in Tuban Regency to foster peace, harmony, and mutual respect within the diverse religious and cultural communities of the region. Islamic Religious Education, particularly the study of *fiqh*, is pivotal in the incorporation of values of religious moderation. This study aims to investigate the *fiqh* learning approach in cultivating an attitude of religious moderation in Madrasah Tsanawiyah, Tuban Regency.

This study uses a case study method, collecting data through observation, interviews, document analysis, and questionnaire distribution in several Madrasah Tsanawiyah in Tuban Regency. The research instruments consist of 1) Observation Sheet, 2) Interview Guide Sheet, 3) Document Review Sheet, and 4) Questionnaire Instrument. Data analysis involves data reduction, data presentation, and drawing final conclusions.

The results of this study indicate that the strategy for teaching *fiqh* in instilling the values of religious moderation is carried out by integrating those values into the *fiqh* curriculum through the implementation of a teaching strategy known as the “*Holistic Integrative*” approach. This strategy combines several learning models, including contextual learning, active learning, problem-based learning, project-based learning, and collaborative learning. Employing the discussion method alongside the technique of designating discussion groups based on the principle of religious moderation—such as the “*Tawassut*” Group,” “*Tawāzun* Group,” “*Tasāmuḥ* Group,” “*I’tidāl* Group,” and “*Syurā* Group”—in conjunction with character development through exemplary behavior, can cultivate students' attitudes of religious moderation. Some of these learning approaches are integrated in a holistic integrative learning process, touching cognitive, affective, psychomotor, social, and spiritual aspects with the aim of forming a whole and moderate learner.

This study offers notable theoretical consequences, particularly by enhancing Islamic education theory in the realm of *fiqh* learning through the emphasis on integrating concepts of religious moderation. The findings of this study reinforce and validate the idea of Contextual Learning, which underscores the significance of the applicability of learning materials to students' real-life experiences. Educators have a crucial role in cultivating students' religious moderation.

Keywords: Fikih Learning Strategy, Religious Moderation Attitude

ملخص البحث

العنوان	: استراتيجية تعلم الفقه في تكوين موقف الاعتدال الديني في المدرسة الثانوية بمحافظة توبان
المؤلف	: هادي إرحمني
المروج	: الأستاذة الدكتورة إيفي فاطمة الرشيدية، الماجستير. الدكتور منور، الماجستير.

تتمثل خلفية هذا البحث في أهمية تكوين موقف الاعتدال الديني بين الطلاب في المدرسة الثانوية بمحافظة توبان، كجهد لتحقيق السلام والتآلف واحترام وتقدير الآخر بين أفراد المجتمع في محافظة توبان التي تتميز بتنوع الأديان والثقافات. يلعب التعلم الديني خصوصًا تعلم الفقه دورًا هامًا في دمج قيم الاعتدال الديني. والهدف من هذا البحث هو استكشاف استراتيجية تعلم الفقه في تكوين موقف الاعتدال الديني في المدرسة الثانوية بمحافظة توبان.

هذا البحث يستخدم طريقة دراسة الحالة، ويجمع البيانات من خلال الملاحظة والمقابلات وتحليل الوثائق وتوزيع الاستبيانات في بعض المدارس الإعدادية في مقاطعة توبان. أدوات البحث تتكون من (1) ورقة الملاحظة، (2) ورقة إرشادات المقابلة، (3) ورقة تحليل الوثائق، و(4) استبيان. تحليل البيانات يستخدم تقنية تقليل البيانات، عرض البيانات، ووضع الاستنتاجات النهائية

تشير نتائج هذا البحث إلى أن استراتيجية تعليم الفقه في غرس قيم الاعتدال الديني تتمثل في دمج قيم الاعتدال في مادة الفقه من خلال استخدام استراتيجية تعليمية تُعرف بـ "التكاملية الشاملة"، وهي استراتيجية تقوم على دمج عدة استراتيجيات تعليمية، منها: استراتيجية التعلم السياقي، والتعلم القائم على المشاريع، والتعلم التعاوني. كما (والتعلم النشط، والتعلم القائم على المشكلات تم الاعتماد على أسلوب المناقشة مع تقنية تسمية مجموعات النقاش، مع مراعاة مبادئ الاعتدال الديني مثل: مجموعة التوسط، مجموعة التوازن، مجموعة التسامح، مجموعة الاعتدال، ومجموعة الشوري، بالإضافة إلى تعزيز الشخصية من خلال القدوة، حيث تساهم جميعها في تكوين موقف متكامل بعض هذه المقاربات التعليمية في عملية تعلم تكاملية. الاعتدال الديني لدى الطلاب

تكاملية شاملة، تلامس الجوانب المعرفية والوجدانية والحركية والنفسية والاجتماعية والروحية بهدف تكوين متعلم كامل ومعتدل

يُقدم هذا البحث بعض الآثار النظرية المهمة، منها: أن نتائج الدراسة تعزز نظرية التعليم الإسلامي، خاصة في سياق تعلم الفقه وتأكيدا على أهمية دمج قيم الاعتدال الديني. كما تدعم نتائج البحث نظرية التعلم السياقي، التي تركز على ربط محتوى المادة التعليمية بحياة الطلاب الواقعية. وللمعلم دور مهم في بناء موقف الاعتدال الديني لدى الطلاب .

الكلمات الرئيسية: استراتيجية تعلم الفقه، موقف الاعتدال الديني.

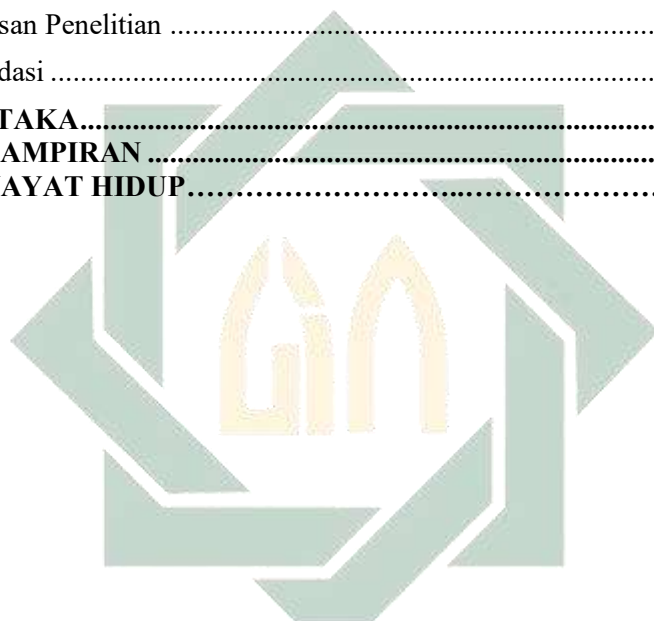
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C. Sumber Online

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