

ABSTRAK

Muhammad Najib Asfa: 240211020038, Integrasi Nilai Moderasi Beragama dan Budaya Lokal dalam Pembentukan Karakter Moderat Siswa SMA/SMK Negeri di Banjarmasin. Tesis 2026, Pembimbing: (1) Dr. Muhdi, M.Ag., (2) Dr. Nuryadin, M.Ag., Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin.

Kata Kunci: Integrasi Nilai, Moderasi Beragama, Budaya Lokal Banjar, Karakter Moderat, *Hidden Curriculum*

Masa remaja merupakan fase yang rentan terhadap pengaruh ideologis, dan sekolah menengah menjadi ruang strategis dalam memperkuat karakter moderat peserta didik. Survei Setara Institute (2023) mengungkapkan bahwa sebagian besar siswa SMA menunjukkan kecenderungan keberagamaan yang belum sepenuhnya moderat, sehingga diperlukan pendekatan pendidikan yang lebih kontekstual dan berakar pada identitas budaya lokal. Penelitian ini bertujuan mengkaji bentuk integrasi nilai moderasi beragama dan budaya lokal Banjar, strategi internalisasinya, serta maknanya dalam pembentukan karakter moderat siswa SMA/SMK Negeri di Banjarmasin.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis *field research* di SMA Negeri 7, SMK Negeri 4, dan SMK Negeri 5 Banjarmasin. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, lalu dianalisis dengan model Miles dan Huberman serta diuji keabsahannya melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa: (1) integrasi nilai berlangsung melalui *hidden curriculum* dalam tiga dimensi—interaksi sosial inklusif, kegiatan kolektif, dan struktur-fasilitas sekolah yang berkeadilan—di mana nilai moderasi beragama (*tasamuh, la 'unf, ishlah, i'tidal, 'urf, musawah*) berada dalam relasi dialektis dengan nilai budaya Banjar (*barelaan, jangan bacakut papadaan, kayuh baimbai, bisa-bisa maandakan awak*); (2) internalisasi nilai berlangsung melalui lima strategi komplementer: keteladanan, pembiasaan, nasihat dan dialog, penegakan aturan, dan pengkondisian lingkungan; (3) makna integrasi tercermin pada terbentuknya karakter moderat siswa dalam empat dimensi: komitmen kebangsaan, toleransi, anti kekerasan, dan sikap akomodatif terhadap budaya lokal.

ABSTRACT

Muhammad Najib Asfa: 240211020038, Integration of Religious Moderation Values and Local Culture in Shaping the Moderate Character of Students at Public Senior High Schools in Banjarmasin. Thesis 2026, Advisors: (1) Dr. Muhdi, M.Ag., (2) Dr. Nuryadin, M.Ag., Postgraduate School, Universitas Islam Negeri Antasari Banjarmasin.

Keywords: Value Integration, Religious Moderation, Banjar Local Culture, Moderate Character, Hidden Curriculum

Adolescence is a phase particularly vulnerable to ideological influence, and senior high schools serve as a strategic space for strengthening students' moderate character. A 2023 survey by the Setara Institute revealed that a significant proportion of high school students exhibit incompletely moderate religious attitudes, necessitating a more contextual educational approach rooted in local cultural identity. This research aims to examine the forms of integration of religious moderation values and Banjar local culture, its internalization strategies, and their meanings in shaping the moderate character of students at public senior high schools in Banjarmasin.

This research employs a qualitative approach with a field research design conducted at SMA Negeri 7, SMK Negeri 4, and SMK Negeri 5 Banjarmasin. Data were collected through interviews, observation, and documentation, then analyzed using the Miles and Huberman model and validated through source and technique triangulation.

The findings indicate that: (1) value integration operates through the hidden curriculum across three dimensions—inclusive social interaction, collective activities, and equitable school structures and facilities—wherein religious moderation values (*tasamuh, la 'unf, ishlah, i'tidal, 'urf, musawah*) exist in a dialectical relationship with Banjar cultural values (*barelaan, jangan bacakut papadaan, kayuh baimbai, bisa-bisa maandakan awak*); (2) value internalization proceeds through five complementary strategies: exemplary conduct, habituation, counseling and dialogue, rule enforcement, and environmental conditioning; (3) the meaning of integration is reflected in the formation of students' moderate character across four dimensions: national commitment, tolerance, non-violence, and an accommodative attitude toward local culture.