

ABSTRAK

Zahratul Muna: NIM. 220211020019, Peran Pondok Pesantren dalam Menginternalisasi Nilai- Nilai Moderasi Beragama (Studi Kasus Pondok Pesantren Al Falah Puteri Banjarbaru), Pembimbing Tesis (I) Dr. M. Ramli, M. Pd. dan Pembimbing Tesis (II) Dr. Ali Muammar Z.A., S.S.I., M.A., pada Program Studi Pendidikan Agama Islam Pascasarjana Universitas Islam Negeri Antasari Banjarmasin, 2026.

Kata Kunci: Pondok Pesantren, Internalisasi Nilai, Moderasi Beragama, Peran Pesantren.

Penelitian ini dilatarbelakangi oleh pentingnya penguatan moderasi beragama sebagai upaya mencegah berkembangnya sikap ekstrem, radikal, dan intoleran melalui pendidikan pesantren. Penelitian bertujuan mendeskripsikan nilai-nilai moderasi beragama yang diinternalisasikan serta peran Pondok Pesantren Al Falah Puteri Banjarbaru dalam proses internalisasi tersebut. Kajian ini menggunakan teori peran pondok pesantren, teori internalisasi nilai melalui tahapan transformasi, transaksi, dan transinternalisasi, serta konsep sembilan nilai moderasi beragama Kementerian Agama RI.

Penelitian menggunakan jenis penelitian lapangan dan pendekatan kualitatif. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan melalui triangulasi.

Hasil penelitian menunjukkan bahwa pesantren menginternalisasikan sembilan nilai moderasi beragama, yaitu *Tawassuth*, *i'tidal*, *tasâmuḥ*, *syûrâ*, *ishlâḥ*, *qudwah*, *muwâthanah*, *lâ 'unf*, dan *i'tibar al-'urf* secara terintegrasi ke dalam kurikulum kitab kuning, metode penanaman nilai, program pendidikan, pembiasaan harian, serta kebijakan dan peraturan tertulis pondok. Proses internalisasi berlangsung melalui tahap transformasi nilai, transaksi nilai, dan transinternalisasi nilai, dengan tingkat kestabilan yang berbeda-beda pada setiap nilai; nilai yang memiliki dasar kebijakan tertulis yang kuat cenderung lebih stabil mencapai tahap transinternalisasi, sedangkan nilai yang masih bertumpu pada kebiasaan lisan cenderung bertahan pada tahap transaksi. Pondok Pesantren Al Falah Puteri Banjarbaru menjalankan lima peran dalam menginternalisasikan nilai-nilai moderasi beragama, yaitu peran sebagai pendidik melalui kurikulum dan metode penanaman nilai; peran sebagai pembina melalui keteladanan, bimbingan, pembiasaan, serta penegakan disiplin dan pengawasan; peran sebagai pencipta suasana pendidikan dan agen perubahan melalui evaluasi dan inovasi berkelanjutan; peran sebagai lembaga dakwah dan pelestari tradisi Islam melalui pengajian kitab kuning dan pelestarian tradisi keagamaan setempat; serta peran sebagai agen moderasi beragama dan perekat toleransi sosial, yang merupakan hasil kumulatif dari keempat peran sebelumnya dan tercermin pada terbentuknya sikap moderat sebagai karakter santriwati sehari-hari.

ABSTRACT

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Keywords: *Islamic Boarding School, Internalization of Values, Religious Moderation, Role of Islamic Boarding School.*

This study was motivated by the importance of strengthening religious moderation as an effort to prevent the development of extremist, radical, and intolerant attitudes through Islamic boarding school education. The study aims to describe the values of religious moderation internalized at Pondok Pesantren Al Falah Puteri Banjarbaru and to examine the roles of the Islamic boarding school in the internalization process.

This research employed the theory of the role of Islamic boarding schools, the theory of value internalization through the stages of value transformation, value transaction, and transinternalization, as well as the concept of the nine values of religious moderation formulated by the Indonesian Ministry of Religious Affairs. The study used a qualitative approach with a field research design. Data were collected through observation, in-depth interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation.

The findings reveal that the Islamic boarding school internalizes the nine values of religious moderation, namely *Tawassuth* (moderation), *i'tidal* (uprightness), *tasâmuḥ* (tolerance), *shura* (consultation), *ishlâḥ* (reform), *qudwah* (exemplary conduct), *muwathanah* (love of the homeland), *la 'unf* (non-violence), and *i'tibar al-'urf* (respect for local customs), which are integrated into the classical curriculum, methods of value instruction, educational programs, daily habituation, and the school's written policies and regulations. The internalization process takes place through the stages of value transformation, value transaction, and transinternalization, with varying degrees of stability across values; values supported by strong written policies tend to reach the transinternalization stage more stably, whereas values that still rely mainly on unwritten customary practice tend to remain at the transaction stage. Pondok Pesantren Al Falah Puteri Banjarbaru performs five roles in internalizing the values of religious moderation: as an educator, through curriculum and methods of value instruction; as a mentor, through exemplary conduct, guidance, habituation, and the enforcement of discipline and supervision; as a creator of an educational atmosphere and agent of change, through continuous evaluation and innovation; as a da'wah institution and preserver of Islamic tradition, through regular classical text study and the preservation of local religious traditions; and as an agent of religious moderation and a unifier of social tolerance, which is the cumulative outcome of the four preceding roles and is reflected in the formation of moderate attitudes as part of the santriwati's daily character.