

ABSTRAK

Adi Maryadi, 230211020054, Pembelajaran Fikih Materi Kewanitaan pada Pondok Pesantren di Kalimantan Selatan. Pembimbing Dr. Hj. Tarwilah, M.Ag. dan Dra. Inna Muthmainnah, MA., Ph.D., pada Program Studi Pendidikan Agama Islam Pascasarjana UIN Antasari Tahun Lulus 2026

Kata kunci: pembelajaran fikih wanita, pondok pesantren putri, studi multisitas, perencanaan pembelajaran, pelaksanaan pembelajaran, evaluasi pembelajaran.

Pembelajaran fikih wanita berperan penting dalam membekali santriwati untuk memahami dan mengamalkan hukum Islam yang berkaitan dengan kehidupan perempuan. Namun, kajian yang membahas pembelajaran tersebut secara utuh pada aspek perencanaan, pelaksanaan, dan evaluasi di pesantren dengan karakteristik berbeda masih terbatas. Penelitian ini bertujuan mendeskripsikan dan menganalisis ketiga aspek tersebut melalui empat komponen utama, yaitu tujuan, materi, metode, dan evaluasi, di Pondok Pesantren Al Falah Puteri Banjarbaru dan Pondok Pesantren Modern Al Furqan Banjarmasin.

Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif dan rancangan studi multisitus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data mengacu pada kriteria trustworthiness Lincoln dan Guba yang meliputi credibility, transferability, dependability, dan confirmability. Dalam penelitian ini, credibility diperkuat melalui triangulasi dan member checking.

Hasil penelitian menunjukkan bahwa perencanaan pembelajaran di Al Falah Puteri bertumpu pada penguasaan kitab, pengalaman ustadzah, metode bandongan, sumber belajar kitab klasik, serta evaluasi lisan, tertulis, praktik, dan partisipasi. Di Al Furqan, perencanaan disusun melalui perangkat kurikulum formal, buku paket, metode variatif, media digital, serta evaluasi formatif dan sumatif. Pelaksanaan di Al Falah Puteri lebih berpusat pada ustadzah, sedangkan Al Furqan mengembangkan pembelajaran yang lebih dialogis melalui ceramah, diskusi, studi kasus, praktik, dan media digital. Evaluasi di kedua pesantren menggunakan tes lisan, tertulis, praktik, dan penilaian partisipasi, tetapi berbeda dalam tingkat struktur, dokumentasi, umpan balik, dan tindak lanjut.

Penelitian ini menyimpulkan bahwa pembelajaran fikih wanita di kedua pesantren membentuk dua pola kontekstual, yaitu pola berbasis tradisi keilmuan pesantren dan pola berbasis kurikulum formal. Perbedaan sistem pendidikan dan budaya akademik memengaruhi bentuk perencanaan, pelaksanaan, dan evaluasi, meskipun keduanya sama-sama diarahkan pada penguatan pemahaman dan kemampuan santriwati dalam menjelaskan serta mempraktikkan ketentuan fikih.

ABSTRACT

Adi Maryadi, 230211020054, *Women's Fiqh Learning in Islamic Boarding Schools in South Kalimantan*. Supervised by Dr. Hj. Tarwilah, M.Ag. and Dra. Inna Muthmainnah, M.A., Ph.D. Master's Thesis, Department of Islamic Education, Graduate School, Antasari State Islamic University Banjarmasin. Graduated in 2026.

Keywords: women's fiqh learning, female Islamic boarding schools, multicase study, learning planning, learning implementation, learning evaluation.

Women's fiqh learning plays an important role in equipping female students with the knowledge and ability to understand and practice Islamic rulings related to women's lives. However, studies that comprehensively examine its planning, implementation, and evaluation in Islamic boarding schools with different educational characteristics remain limited. This study aims to describe and analyze these three aspects through four main components: objectives, materials, methods, and evaluation, at Al Falah Puteri Islamic Boarding School in Banjarbaru and Al Furqan Modern Islamic Boarding School in Banjarmasin.

This study employed field research with a qualitative approach and a multisite study design. Data were collected through observation, interviews, and documentation, and were subsequently analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing. Data trustworthiness was established based on Lincoln and Guba's criteria of credibility, transferability, dependability, and confirmability. In this study, credibility was strengthened through triangulation and member checking.

The findings show that learning planning at Al Falah Puteri is based on mastery of classical texts, the teacher's experience, the bandongan method, classical texts as the primary learning resources, and oral, written, practical, and participation-based assessments. At Al Furqan, planning is organized through formal curriculum documents, textbooks, varied methods, digital media, and formative and summative assessments. Learning implementation at Al Falah Puteri is more teacher-centered, whereas Al Furqan adopts a more dialogical approach through lectures, discussions, case studies, practical activities, and digital media. Both institutions use oral and written tests, practical assessments, and participation-based assessment, but they differ in terms of structure, documentation, feedback, and follow-up.

This study concludes that women's fiqh learning in the two Islamic boarding schools represents two contextual patterns: one based on the pesantren scholarly tradition and the other on a formal curriculum. Differences in educational systems and academic cultures influence the forms of planning, implementation, and evaluation, although both are directed toward strengthening students' understanding and ability to explain and practice fiqh rulings