ABSTRAK

Indah, Iffitah Mutiara. 2026. *Strategi Guru Akidah Akhlak dalam Membentuk Identitas Muslim Moderat Peserta Didik di Era Globalisasi (Studi Kasus di MI's Al Washoya Ngoro Jombang)*. Skripsi, Program Studi S-1 Pendidikan Agama Islam, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Dr. Hj. Mamik Rosita, M.Pd.I

Kata Kunci: Strategi Guru Akidah Akhlak, Muslim Moderat, Moderasi Beragama, Globalisasi

Globalisasi dan perkembangan teknologi digital memberikan tantangan terhadap pembentukan identitas peserta didik, khususnya dalam menyaring berbagai informasi dan pengaruh budaya yang berkembang di media sosial. Dalam kondisi tersebut, guru Akidah Akhlak memiliki peran penting dalam menanamkan nilai-nilai keagamaan sekaligus membentuk sikap peserta didik agar mampu bersikap moderat dalam menghadapi keberagaman dan perubahan zaman. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis strategi guru Akidah Akhlak dalam membentuk identitas Muslim Moderat peserta didik di era globalisasi serta mengidentifikasi faktor pendukung dan penghambat dalam proses tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara, observasi, dan dokumentasi, dengan sumber data utama guru Akidah Akhlak serta kepala madrasah, wali kelas, dan peserta didik sebagai sumber pendukung. Analisis data dilakukan melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan.

Hasil penelitian menunjukkan bahwa strategi guru Akidah Akhlak dalam membentuk identitas Muslim Moderat dilakukan secara sistematis melalui tahap perencanaan pembelajaran, pelaksanaan pembelajaran, penilaian, dan penguatan nilai moderasi beragama di luar kelas. Nilai-nilai moderasi beragama diintegrasikan dalam pembelajaran dan kehidupan sehari-hari melalui keteladanan, pembiasaan, kegiatan keagamaan dan sosial, penerapan tata tertib, serta budaya madrasah. Nilai yang ditanamkan meliputi keadilan, keseimbangan, kemanusiaan, kemaslahatan umum, ketaatan pada konstitusi, komitmen kebangsaan, toleransi, anti-kekerasan, dan sikap akomodatif terhadap budaya lokal. Faktor pendukung meliputi program pembiasaan keagamaan, kebijakan madrasah, lingkungan pondok pesantren yang kondusif, serta kerja sama antara guru, wali kelas, kepala madrasah, dan pengurus pondok. Sementara itu, faktor penghambat meliputi perbedaan karakter dan kedisiplinan peserta didik, belum tersedianya guru Bimbingan dan Konseling secara khusus, lemahnya kemandirian belajar, belum optimalnya pemahaman guru mengenai moderasi beragama, serta pengaruh globalisasi, budaya digital, dan pergaulan peserta didik di luar pondok pesantren. Dengan demikian, pembentukan identitas Muslim Moderat tidak hanya dilakukan melalui pembelajaran Akidah Akhlak di kelas, tetapi juga melalui pembiasaan dan budaya madrasah yang mendukung terbentuknya sikap tawassuth, i'tidal, tawazun, toleransi, tanggung jawab, dan komitmen kebangsaan.

ABSTRACT

Indah, Hilitah Mutiara. 2026. *The Strategy of Akidah Akhlak Teachers in Forming Students' Moderate Muslim Identity in the Era of Globalization (A Case Study at MTs Al Washoya Ngoro Jombang)*. Undergraduate Thesis, Islamic Religious Education Study Program, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Dr. Hj. Mamik Rosita, M.Pd.I.

Keywords: Teacher Strategy Akidah Akhlak, Moderate Muslim Identity, Religious Moderation, Globalization.

Globalization and the development of digital technology have created challenges in the formation of students' identities, particularly in filtering various information and cultural influences spread through social media. In this situation, Akidah Akhlak teachers have an important role in instilling religious values while developing students' attitudes so that they are able to maintain moderation when facing diversity and changes in the contemporary era. This study aims to describe and analyze the strategies used by Akidah Akhlak teachers in forming students' Moderate Muslim identity in the era of globalization and to identify the supporting and inhibiting factors in the process. This study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation, with the Akidah Akhlak teacher as the main source and the head of the madrasah, homeroom teacher, and students as supporting sources. Data analysis was conducted through data condensation, data presentation, and conclusion drawing and verification.

The results showed that the strategies used by Akidah Akhlak teachers to form students' Moderate Muslim identity were implemented systematically through lesson planning, learning implementation, assessment, and reinforcement of religious moderation values outside the classroom. Religious moderation values were integrated into learning and students' daily lives through exemplary behavior, habituation, religious and social activities, school regulations, and the culture of the madrasah. The values included justice, balance, humanity, public benefit, obedience to the constitution, national commitment, tolerance, non-violence, and accommodation of local culture. The supporting factors included consistent religious habituation programs, madrasah policies, a conducive Islamic boarding school environment, and cooperation among teachers, homeroom teachers, the head of the madrasah, and boarding school administrators. Meanwhile, the inhibiting factors included differences in students' character and discipline, the absence of a dedicated guidance and counseling teacher, students' low learning independence, teachers' limited understanding of religious moderation, as well as the influence of globalization, digital culture, and students' social interactions outside the boarding school. Therefore, the formation of a Moderate Muslim identity is not only achieved through Akidah Akhlak learning in the classroom but also through habituation and a supportive madrasah culture that develops tawassuth, i'tidal, tawazun, tolerance, responsibility, and national commitment.