

**PENDIDIKAN AGAMA ISLAM DI TENGAH MAYORITAS HINDU:  
DINAMIKA PRAKTIK MODERASI BERAGAMA  
LEMBAGA PENDIDIKAN DI TABANAN BALI**

**DISERTASI**

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

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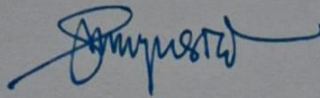
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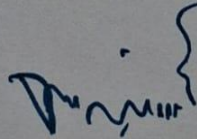
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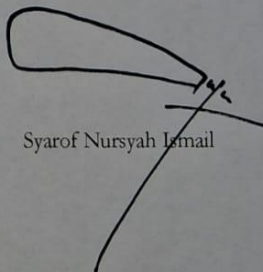
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## ABSTRAK

Judul : Pendidikan Agama Islam di Tengah Mayoritas Hindu:  
Dinamika Praktik Moderasi Beragama Lembaga Pendidikan di  
Tabanan Bali  
Penulis : Syarof Nursyah Ismail  
Promotor : Prof. Dr. Abd. Rachman Assegaf, M.Ag.  
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Terdapat pola hubungan yang dinamis antara mayoritas dan minoritas agama di Bali termasuk di dalamnya adalah pola interaksi yang terjadi di lembaga pendidikan. Penelitian ini bertujuan menganalisis pola hubungan mayoritas-minoritas, mengkaji praktik moderasi beragama, dan mengevaluasi kontribusi Pendidikan Agama Islam (PAI) dalam memperkuat moderasi beragama di lembaga pendidikan Tabanan Bali. Penelitian ini menggunakan pendekatan kualitatif dengan perspektif pendidikan, historis, dan sosiologis di tiga SMP di Tabanan Bali. Kerangka teori yang digunakan adalah teori pendidikan multikultural James A. Banks sebagai teori utama. Teknik pengumpulan data meliputi observasi partisipatif, wawancara mendalam, dan dokumentasi dengan informan kunci kepala sekolah, guru agama, guru BK, dan siswa Muslim-Hindu. Terdiri atas 9 informan di SMP Bintang Persada Tabanan, 15 informan di SMP Negeri 1 Kediri Tabanan, dan 11 informan di SMP Negeri 2 Tabanan. Penelitian mengidentifikasi tiga model hubungan mayoritas-minoritas yang efektif: Model Keseimbangan Kompetitif (komposisi seimbang 50%-50%), Model Integrasi Protektif (mayoritas Hindu protektif terhadap minoritas Muslim), dan Model Kultural-Integratif (integrasi nilai budaya Bali dengan inklusivitas universal). Praktik moderasi beragama diimplementasikan melalui empat dimensi yang saling memperkuat: komitmen kebangsaan, toleransi, anti-kekerasan, dan akomodasi budaya lokal. PAI berkontribusi strategis sebagai jembatan antara identitas religius dan budaya lokal dalam menciptakan harmoni berkelanjutan. Penelitian ini memberikan kontribusi teoretis dengan mengembangkan Model Spektrum Integrasi Mayoritas-Minoritas, konsep Akomodasi Keagamaan yang Wajar, dan Moderasi Pendidikan yang terintegrasi dengan kearifan lokal. Temuan menegaskan bahwa pendidikan dapat menjadi agen transformasi sosial efektif dalam membangun masyarakat harmonis di tengah keberagaman agama.

**Kata Kunci:** Pendidikan Agama Islam, Interaksi Mayoritas-Minoritas, Moderasi Beragama, Pendidikan Multikultural, Toleransi, Bali.

## ABSTRACT

Title : Islamic Religious Education In the Midst of Hindu Majority:  
Dynamics of Religious Moderation Practices in Educational  
Institutions in Tabanan Bali  
Author : Syarof Nursyah Ismail  
Promoter : Prof. Dr. Abd. Rachman Assegaf, M.Ag.  
Prof. Dr. phil. H. Khoirun Niam, S.Ag.

There are dynamic relationship patterns between religious majority and minority groups in Bali, which include the interaction patterns that occur in educational institutions. This study aims to analyze majority-minority relationship patterns, examine religious moderation practices, and evaluate the contribution of Islamic Religious Education (PAI) in strengthening religious moderation in educational institutions in Tabanan, Bali. This study employs a qualitative approach informed by educational, historical, and sociological perspectives, conducted across three junior high schools in Tabanan, Bali. The theoretical framework used is James A. Banks' multicultural education theory as the main theory. Data collection techniques include participatory observation, in-depth interviews, and documentation with key informants including school principals, religious teachers, guidance counselors, and Muslim-Hindu students. Comprising 9 informants at SMP Bintang Persada Tabanan, 15 informants at SMP Negeri 1 Kediri Tabanan, and 11 informants at SMP Negeri 2 Tabanan. The research identifies three effective majority-minority relationship models: the Competitive Balance Model (balanced composition of 50%-50%), the Protective Integration Model (Hindu majority protective toward Muslim minority), and the Cultural-Integrative Model (integration of Balinese cultural values with universal inclusivity). Religious moderation practices are implemented through four mutually reinforcing dimensions: national commitment, tolerance, anti-violence, and local cultural accommodation. PAI contributes strategically as a bridge between religious identity and local culture in creating sustainable harmony. The research provides theoretical contributions by developing the Majority-Minority Integration Spectrum Model, the concept of Reasonable Religious Accommodation, and Educational Moderation integrated with local wisdom. The findings affirm that education can serve as an effective agent of social transformation in building harmonious society amid religious diversity.

**Keywords:** Islamic Religious Education, Majority-Minority Interaction, Religious Moderation, Multicultural Education, Tolerance, Bali



## ملخص البحث

|                  |                                                                                                                            |
|------------------|----------------------------------------------------------------------------------------------------------------------------|
| العنوان          | التربية الدينية الإسلامية وسط الأغلبية الهندوسية: ديناميكيات ممارسة الاعتدال الديني في المؤسسات التعليمية في تابانان ببالي |
| المؤلف           | : شرف نور شاه اسماعيل                                                                                                      |
| المروج           | : الأستاذ الدكتور عبد الرحمن أسقف، الماجستير<br>: الدكتور خير النعام، الماجستير.                                           |
| الكلمات الرئيسية | : التربية الدينية الإسلامية، التفاعل بين الأغلبية والأقلية، الاعتدال الديني، التربية متعددة الثقافات، التسامح، بالي        |

هناك نمط من العلاقات الديناميكية بين الأغلبية والأقلية الدينية في بالي، بما في ذلك نمط التفاعل الذي يحدث في المؤسسات التعليمية. يهدف هذا البحث إلى تحليل نمط العلاقات بين الأغلبية والأقلية، ودراسة ممارسة الاعتدال الديني، وتقييم مساهمة التربية الدينية الإسلامية (التربية الإسلامية) في تعزيز الاعتدال الديني في المؤسسات التعليمية في تابانان، بالي. استخدم هذا البحث منهجاً نوعياً بمنظور تربوي وتاريخي واجتماعي في ثلاث مدارس متوسطة في تابانان ببالي. الإطار النظري المستخدم هو نظرية التربية متعددة الثقافات لجيمس أ. بانكس كنظرية رئيسية. شملت تقنيات جمع البيانات الملاحظة التشاركية، والمقابلات المتعمقة، والتوثيق مع المخبزين الرئيسيين من مديري المدارس، ومعلمي الدين، ومعلمي التوجيه والإرشاد، والطلاب المسلمين والهندوس. ويتكوّن من 9 مخبرين في مدرسة بينتانغ بيرسادا تابانان، و 15 مخبراً في المدرسة الحكومية 1 كيديري تابانان، و 11 مخبراً في المدرسة الحكومية 2 تابانان. حدد البحث ثلاثة نماذج فعالة للعلاقة بين الأغلبية والأقلية: نموذج التوازن التنافسي (تركيبية متوازنة 50%-50%)، ونموذج التكامل الحمائي (الأغلبية الهندوسية تحمي الأقلية المسلمة)، ونموذج التكامل الثقافي (دمج القيم الثقافية البالية مع الشمولية العالمية). تم تنفيذ ممارسة الاعتدال الديني من خلال أربعة أبعاد تعزز بعضها البعض: الالتزام الوطني، والتسامح، ومناهضة العنف، واستيعاب الثقافة المحلية. تساهم التربية الدينية الإسلامية استراتيجياً كجسر بين الهوية الدينية والثقافة المحلية في خلق انسجام مستدام. يقدم البحث مساهمة نظرية من خلال تطوير نموذج طيف التكامل بين الأغلبية والأقلية، ومفهوم التكيف الديني المعقول، والاعتدال التربوي المدمج مع الحكمة المحلية. تؤكد النتائج أن التعليم يمكن أن يكون وكيلاً فعالاً للتحويل الاجتماعي في بناء مجتمع متناغم وسط التنوع الديني.

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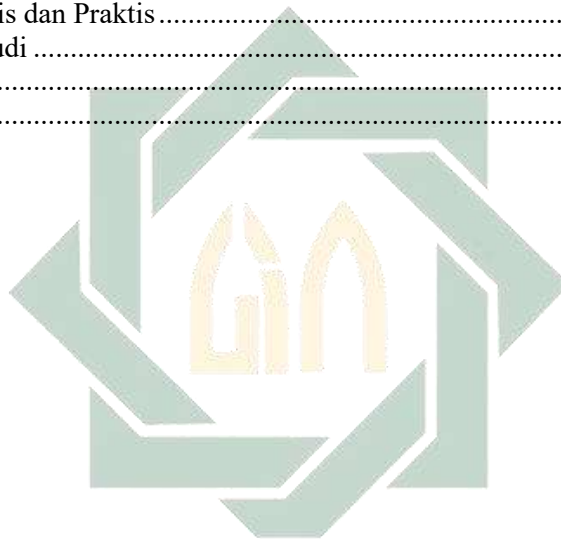
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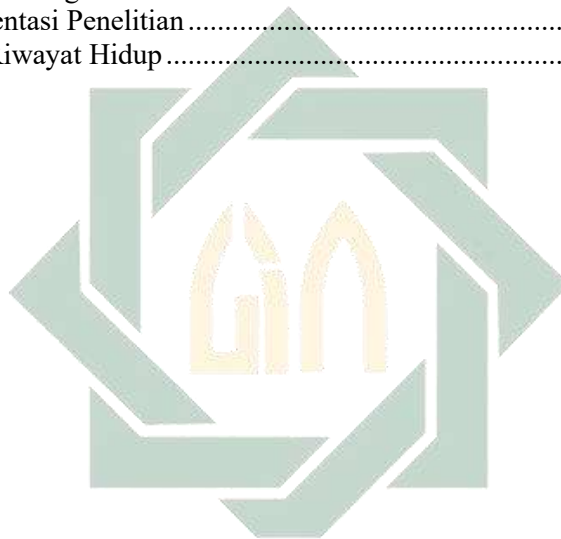
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