

ABSTRAK

Ilma Amalia (NIM. 2200040059): “TANGGAPAN PESERTA DIDIK TERHADAP PEMBELAJARAN FIKIH *MUQARAN* DAN USHUL FIKIH HUBUNGANNYA DENGAN SIKAP TOLERANSI ANTAR MAZHAB FIKIH DAN BERPIKIR KRITIS (Penelitian di SMA Plus Muthahari Bandung)”.

SMA Plus Muthahari Bandung sudah melakukan berbagai upaya dalam meningkatkan sikap toleransi antar mazhab fikih dan berpikir kritis, diantaranya yaitu dengan adanya pembelajaran fikih *muqaran* dan pembelajaran ushul fikih. Namun, berdasarkan studi awal yang dilakukan oleh penulis, masih ada peserta didik yang belum menerapkan sikap toleransi dalam bermazhab fikih seperti saat praktik shalat dhuhur di sekolah dan masih ada peserta didik yang ragu untuk mengemukakan pendapatnya. Berangkat dari hal tersebut, penulis melakukan penelitian untuk mencari hubungan dari pelajaran Fikih *Muqaran* dan pelajaran ushul fikih terhadap sikap toleransi antar mazhab fikih dan sikap berpikir kritis.

Penelitian ini bertujuan untuk mengetahui: (1) Realitas pembelajaran fikih *muqaran*; (2) Realitas pembelajaran ushul fikih; (3) Realitas toleransi antar mazhab; (4) Realitas berpikir kritis; (5) Tanggapan peserta didik terhadap pembelajaran fikih *muqaran* dan ushul fikih hubungannya dengan sikap toleransi antar mazhab fikih; (6) Tanggapan peserta didik terhadap pembelajaran fikih *muqaran* dan ushul fikih hubungannya dengan berpikir kritis di SMA Plus Muthahari Bandung.

Penelitian ini didasarkan pada sebuah teori mengenai toleransi dari Quraish Shihab, menyatakan bahwa toleransi adalah bentuk puncak dari praktek ajaran fikih dan teori berpikir kritis dari Fisher yang menyatakan bahwa saat berpikir kritis kita melibatkan akal untuk memutuskan apa yang akan dilakukan setelah mengolah pikiran atau ide tersebut di dalam pemikiran kita. Hal ini sejalan dengan pembelajaran fikih *muqaran* dan ushul fikih yang memuat pendapat para ulama tentang suatu kaidah hukum tertentu sebelum mengeluarkan fatwa hukum.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif analisis dan menggunakan teknik penghitungan *Pearson Product Moment*. Penelitian ini utamanya meneliti hubungan antara variabel X yaitu pembelajaran fikih *muqaran* dan ushul fikih terhadap variabel Y yaitu sikap toleransi antar mazhab fikih dan berpikir kritis.

Hasil Penelitian ini adalah: (1) Realitas pembelajaran fikih *muqaran* memiliki nilai sebesar 3,9 masuk dalam kualifikasi tinggi; (2) Realitas pembelajaran ushul fikih memiliki nilai sebesar 3,6 dan masuk ke dalam kualifikasi tinggi; (3) Realitas sikap toleransi terhadap mazhab fikih termasuk bernilai 4,2 dan masuk ke dalam kualifikasi tinggi; (4) Realitas berpikir kritis di SMA Plus Muthahari Bandung bernilai 3,9 dan masuk ke dalam kualifikasi tinggi; (5) Pembelajaran fikih *muqaran* memiliki hubungan sebesar 1,4% (sangat rendah) terhadap sikap toleransi antar mazhab fikih dan 20% (sedang) terhadap berpikir kritis; (6) Pembelajaran ushul fikih memiliki hubungan sebesar 6,5% (rendah) terhadap sikap toleransi antar mazhab fikih dan 1,37% (sangat rendah) terhadap berpikir kritis di SMA Plus Muthahari Bandung.

ABSTRACT

Ilma Amalia (NIM. 2200040059): "STUDENT RESPONSE TO MUQARAN AND USHUL FIKIH LEARNING RELATIONSHIP WITH ATTITUDE OF TOLERANCE INTER-SCHOOLS OF FIKIH AND CRITICAL THINKING (Research at SMA Plus Muthahari Bandung)".

SMA Plus Muthahari Bandung has made various efforts to increase tolerance between schools of law and critical thinking, including by teaching fiqh muqaran and learning ushul fiqh. However, based on a preliminary study conducted by the author, there are still students who have not implemented an attitude of tolerance in fiqh schools such as during the practice of midday prayers at school and there are still students who are hesitant to express their opinions. Departing from this, the authors conducted a study to look for the influence of Muqaran Jurisprudence lessons and ushul fiqh lessons on the attitude of tolerance between fiqh schools and the attitude of critical thinking.

This study aims to determine: (1) The reality of muqaran fiqh learning; (2) The reality of ushul fiqh learning; (3) The reality of tolerance between sects; (4) The reality of critical thinking; (5) the students' responses to learning fiqh muqaran and ushul fiqh relate to the attitude of tolerance between fiqh schools; (6) Students' responses to learning fiqh muqaran and ushul fiqh relate to critical thinking at SMA Plus Muthahari Bandung.

This research is based on a theory of tolerance from Quraish Shihab, stating that tolerance is the culmination of the practice of fiqh teachings and Fisher's theory of critical thinking which states that when we think critically it involves the mind to decide what to do after processing these thoughts or ideas in our thinking. This is in line with the study of fiqh muqaran and ushul fiqh which contains the opinions of scholars regarding a certain legal principle before issuing a legal fatwa.

This study uses a quantitative approach with descriptive analytical methods and uses the Pearson Product Moment calculation technique. This study primarily examines the relationship between variable X, namely muqaran fiqh learning and ushul fiqh, to variable Y, namely tolerance between fiqh schools and critical thinking.

The results of this study are: (1) The reality of muqaran fiqh learning has a value of 3.9 which is included in the high qualification; (2) The reality of ushul fiqh learning has a value of 3.6 and is included in the high qualifications; (3) The reality of the attitude of tolerance towards fiqh schools includes a value of 4.2 and is included in the high qualification; (4) The reality of critical thinking at SMA Plus Muthahari Bandung is worth 3.9 and is included in the high qualifications; (5) Muqaran fiqh learning has a relationship of 1.4% (very low) to the attitude of tolerance between fiqh schools and 20% (moderate) to critical thinking; (6) ushul fiqh learning has a relationship of 6.5% (low) to the attitude of tolerance between fiqh schools and 1.37% (very low) to critical thinking at SMA Plus Muthahari Bandung.