

ABSTRAK

Penelitian ini bertujuan untuk: (1) mendeskripsikan corak penafsiran Prof. Dr. HAMKA dalam tafsir Al-Azhar, (2) mengetahui nilai-nilai pendidikan karakter yang terkandung dalam tafsir Al-Azhar Q.S. Al-Israa' ayat 34-39 serta (3) relevansinya pendidikan karakter yang terkandung dalam tafsir Al-Azhar Q.S. Al-Israa' ayat 34-39 dengan pendidikan karakter bangsa.

Jenis penelitian ini adalah penelitian kepustakaan (*Library Research*) dengan menggunakan pendekatan kualitatif. Sumber data primer berupa Tafsir Al-Azhar karangan Prof. Dr. HAMKA. Sumber data sekunder berupa buku membicarakan tokoh-tokoh bangsa karya Deliar Noer, tokoh-tokoh Islam yang berpengaruh abad ke 20 karya Herry Mohammad, non-dikotomik karya Maksudin, pendidikan karakter konstruksi teoritik dan praktik karya Fatchul Mu'in. Teknik pengumpulan data menggunakan teknik dokumentasi. Analisis data menggunakan analisis isi (*Content Analysis*) dengan tiga alur kegiatan, yakni reduksi data, penyajian data, dan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) corak penafsiran Prof. Dr. HAMKA dalam tafsir Al-Azhar memakai corak Adab Ijtima'i (sosial kemasyarakatan), (2) Nilai-nilai pendidikan karakter yang terkandung dalam tafsir Al-Azhar Q.S. Al-Israa' ayat 34-39, diantaranya menjalankan amanah, menepati janji, mengikuti peraturan, jujur, tidak hanya menurut saja, tawadhu', dan taat kepada Allah serta (3) Relevansi antara pendidikan karakter yang terkandung dalam Q.S. Al-Israa' ayat 34-39 dengan pendidikan karakter bangsa sudah relevan. Pendidikan karakter yang terkandung dalam tafsir Al-Azhar Q.S. Al-Israa' ayat 34-39 sebenarnya sudah sesuai jika diterapkan pada pendidikan di Indonesia, namun akan lebih baik apabila nilai pendidikan karakter yang sudah ada tersebut dilengkapi dengan 18 karakter pendidikan budaya dan karakter bangsa yang disusun oleh Kementerian Pendidikan Nasional Republik Indonesia.

Kata Kunci: Pendidikan, Karakter, Surah Al-Israa' Ayat 34-39, Tafsir Al-Azhar

ABSTRACT

The study aims to: (1) describe the tone of interpretation of Prof. Dr. Hamka in Al-Azhar commentary, (2) discover the values of character education which are contained in Al-Azhar commentary of Q.S. Al-Israa' verses 34 – 39 and (3) discover the relevance of character education contained in Al-Azhar commentary of Q.S. Al-Israa' verses 34 – 39 with the nation education character.

This study is a library research using qualitative approach. The primary data source was Tafsir Al-Azhar written by Prof. Dr. Hamka. The secondary data were books related with nation figures written by Deliar Noer, the Islamic figures who are influential in 20th century written by Herry Mohammad, non-dichotomy by Maksudin, education character: theoretical and practical constructions by Fatchul Mu'in. The data gathering technique used was documentation technique. The data analysis used was content analysis with three flow of activities namely data reduction, data presentation and conclusion.

The result of the study showed that: (1) the tone of interpretation in Prof. Dr. Hamka in Al-Azhar commentary used the tone of Adab Ijtima'i (social community), (2) the values of education character contained in Al-Azhar commentary of Q.S. Al-Israa' verses 34 – 39 among others are carrying out mandate, keeping promises, being honest, not only being obedience, tawadhu', and being obedient to Allah, and (3) the education character contained in Al-Azhar commentary of Q.S. Al-Israa' verses 34 – 39 with the nation education character was relevant. The education character contained in Al-Azhar commentary of Q.S. Al-Israa' verses 34 – 39 has actually been implemented in the education system in Indonesia, but it will be better if those values of education character are completed with 18 culture education characters and nation character which are arranged by Ministry of national Education of the Republic of Indonesia

Keywords: education character, character, Surah Al-Israa' verses 34 – 39, Al-Azhar commentary