

A QUALITATIVE STUDY ON THE IMPLEMENTATION OF TA'LĪM AL-MUTA'ALLIM VALUES IN CHARACTER FORMATION AT MAN 4 JOMBANG

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Abstract :

This research was conducted at Madrasah Aliyah Negeri 4 Denanyar Jombang with the aim of examining the implementation of learning the Book of Ta'lim Muta'alim in shaping student character. This research uses a qualitative approach with the type of field research. The research results show that learning implementation is carried out through three stages: planning, implementation, and evaluation. Learning is carried out using classical methods involving bandongan and sorogan techniques, where students not only receive the material but also actively play a role in explaining and discussing the material. Evaluation is carried out to measure students' understanding and their character development. Apart from that, this research also identifies factors that support and hinder the formation of student character through learning the book. Supporting factors include adequate infrastructure, teacher competency, and book matriculation programs, while inhibiting factors include differences in student backgrounds, limited use of technology, and limited learning time. The positive impacts felt by students include increased respect for teachers, discipline, and mutual respect between friends, which reflects the implementation of character values in everyday life.

Keywords: *Implementation of Character Values, Ta'lim Muta'alim Text, Character Formation of Students*

Abstrak :

Penelitian ini dilakukan di Madrasah Aliyah Negeri 4 Denanyar Jombang dengan tujuan untuk mengkaji implementasi pembelajaran Kitab Ta'lim Muta'alim dalam membentuk karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis *field research* (penelitian lapangan). Hasil penelitian menunjukkan bahwa implementasi pembelajaran dilakukan melalui tiga tahap: perencanaan, pelaksanaan, dan evaluasi. Pembelajaran dilaksanakan dengan metode klasikal yang melibatkan teknik bandongan dan sorogan, di mana siswa tidak hanya menerima materi tetapi juga aktif berperan dalam menjelaskan dan mendiskusikan materi. Evaluasi dilakukan untuk mengukur pemahaman siswa serta perkembangan karakter mereka. Selain itu, penelitian ini juga mengidentifikasi faktor-faktor yang mendukung dan menghambat pembentukan karakter siswa melalui pembelajaran kitab tersebut. Faktor pendukung meliputi sarana prasarana yang memadai, kompetensi guru, dan program matrikulasi kitab, sementara faktor penghambat mencakup perbedaan latar belakang siswa, keterbatasan penggunaan teknologi, dan waktu pembelajaran yang terbatas. Dampak positif yang dirasakan siswa antara lain peningkatan rasa hormat terhadap guru, kedisiplinan, dan sikap saling menghormati antar teman, yang mencerminkan implementasi nilai-nilai karakter dalam kehidupan sehari-hari.

Kata Kunci : *Implementasi Nilai Karakter, Kitab Ta'lim Muta'alim, Pembentukan Karakter Siswa*

INTRODUCTION

Moral development for the younger generation, who will later become the successors of the nation, is very important. This generation needs to have high intellectual intelligence, supported by a good mentality or good morals. Therefore, efforts to shape the morals of the younger generation are a shared responsibility of all levels of society, including the family, social environment, and schools (Tamiya, Hanief, & Santoso, 2022). One of the steps taken by educational institutions to instill moral values in schools is to study the book *Ta'lim Muta'alim*. This book by Sheikh Burhanuddin Az Zarnuji discusses various manners for students of knowledge. In this case, teachers and schools have an important role to guide students to apply the values taught in the book ('Aliyah & Amirudin, 2020).

Character plays an important role in a person's life, especially in today's modern era, where the inevitable changes and rapid advances in information technology and knowledge affect the development of various aspects of life (Junaedi, 2018). Such rapid change requires the readiness of individuals to adapt, however, not a few fail to understand this and end up falling into negativity. This development requires each individual to explore their potential, expand their horizons, and improve their abilities to be able to adapt to the changes that occur, as well as use them for positive things to build themselves.

Departing from the essence of character, Simon Philips argues that character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors that are displayed and become innate from a person. Character is a reflection of personality, ethical or moral starting point. Character has the same meaning as moral, where morality is a state of human thought, feeling, speech, and behavior related to good and bad values (Kathrine, 2020).

The rapid change in the modern era also has a significant impact on the world of education, especially on the formation of student character. Character education should be instilled from an early age through the habit of good behavior that will be useful for the future child (Ainissyifa, 2014). School age is a time when children are searching for their identity and are not fully able to distinguish between right and wrong. Although character education has been taught in schools, this does not always guarantee that students will have good character (Ashoumi & Haj, 2023).

Human quality is measured from character education, where character education is an effort to improve and solve the problem of moral decay, character determines every direction in decision-making and behavior and determines the quality of a country. Therefore, the character that we want to build is based on solid morals, so that it can be the spearhead of character improvement that can really be applied in every life, so that Indonesia can form a golden generation (Yulianti, 2021).

The factors causing the decline of children's morals can be identified through the mass media, which includes electronic media and print media, with a percentage of 41.05%. This is perceived quite significantly by teenagers as one

of the causes of their moral decline. Lickona stated that broadcasts from electronic media, such as the negative effects of television broadcasts, as well as print media, such as adult magazines, can pollute children's morals. In line with that, Yusuf also stated that the mass media contributes as a factor that affects the decline of adolescents' morale, including the emergence of deviant behavior (Badrumilah & Rigianti, 2022).

In Islam, character has an important position and is considered to have a vital function in guiding people's lives. As Allah SWT says in the Qur'an, Surah An-Nahl verse 90, as follows (Hasanah, 2018):

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَائِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

"Indeed, Allah SWT commands (you) to act justly and do good, to give help to relatives, and He forbids (to do) heinous acts, iniquity, and hostility. He gives you a lesson so that you can take a lesson."

The above verse provides teachings related to the importance of imitating Islamic teachings and noble character education so that human beings in their lives are in harmony with the guidance of the Shari'ah, which aims for the benefit and happiness of mankind. The implementation of character education in Islam is knotted in the personal character of the Prophet. The Qur'an surah Al-Ahzab: 21 states (Suhartini, 2021):

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَنَكَرَ اللَّهُ كَثِيرًا

"Indeed, the Prophet has been attached to (himself) that he is a good example for you, namely for those who hope for Allah and the coming of the last day (the apocalypse) and he mentions Allah a lot."

Indirectly, this verse gives an idea that character education in the lens of the Qur'an and hadith, has been born since the time of the Prophet, where the Prophet himself is a role model in learning. Apart from that, there are not a few hadiths that discuss the importance of morality, this seems to hint that noble morality is the main thing that every Muslim must have, who and no matter how he is.

The process of character formation is not an easy thing to do, because it takes a long time and consistency. Until now, national education continues to strive to improve the quality of education in Indonesia, especially in producing individuals with character. One of the steps taken to realize this goal is to provide special education to students who have the main mission of character development (Hadi, 2019). In this context, the application of the values of the book Ta'lim Muta'alim is one of the foundations and foothold for the development of students' character, considering that the ultimate goal of the book is the creation of morals or noble characters. However, the responsibility for the formation of this character does not only lie in the application of the values

of the book of Ta'lim Muta'alim in learning, but also in other general lessons (Utami, Khansa, & Devianti, 2020). The importance of character for a student is emphasized in the preface to the book Ta'lim Muta'alim which reads:

فَلَمَّا رَأَيْتُ كَثِيرًا مِنْ طُلَّابِ الْعِلْمِ فِي زَمَانِنَا يَجْدُونَ إِلَى الْعِلْمِ وَ لَا يَصِلُونَ أَوْ مِنْ مَنَافِعِهِ وَثَمَارَتِهِ وَهِيَ الْعَمَلُ بِهِ وَالتَّشَرُّ يُخْرِمُونَ. لِمَا أَنَّهُمْ أَخْطَوْا طَرَاءِقَهُ وَتَرَكُوا شَرَاءِطَهُ وَكُلُّ مَنْ أَخْطَأَ الطَّرِيقَ ضَلَّ وَ لَا يَنَالُ الْمَقْصُودَ قَلَّ أَوْ أَجَلَّ.

Meaning: "after I noticed, many of them are seekers of knowledge (students. Santri and students) in my generation turned out that they gained a lot of knowledge but did not get the benefits and fruits, namely experience and dissemination. This is due to their mistakes in taking the path and ignoring the conditions for seeking knowledge, even though everyone who goes astray will be lost and unable to find his goal, either a little or a lot." (Kholik & Mahrudiddin, 2018). So important is character education in dealing with the moral degradation that is happening today. Schools as formal educational institutions are systematically designed at a certain level and time to educate and shape students' morals into intelligent, pious, and noble individuals (Sepriani Parainta, 2021).

Madrasah Aliyah Negeri (MAN) 4 Denanyar Jombang is one of the Islamic educational institutions that focuses on shaping the character of its students. One of the strategies applied is through learning and studying the book Ta'lim Muta'alim. This book by Sheikh Burhanuddin Az-Zarnuji not only provides ethical guidance in pursuing knowledge, but also teaches the values of Islamic character education, such as seriousness in learning, respect for teachers, and the arrangement of manners in daily life. This step shows the dedication of MAN 4 Denanyar in producing a generation that excels intellectually and has noble character.

The urgency of this learning is in accordance with the need to overcome the problem of moral degradation that is increasingly widespread among the younger generation. This problem is reflected in the declining values of honesty, discipline, and respect for parents and teachers in daily life. In this situation, schools not only function as a means of knowledge transfer, but also as a forum for coaching that aims to shape students into individuals with Islamic character and able to face moral challenges in society (Kasanah, Rosyadi, NURNGAINI, & Wafa, 2022).

This is where the application of Ta'lim Muta'alim values in learning is one of the footholds and foundations for the development of students' character, considering that the ultimate goal of the book of Ta'lim Muta'alim in learning is none other than the realization of morals or noble character. Of course, this character formation task is not only carried out by the implementation of the values of the book of Ta'lim Muta'alim in learning, but also by other general learning (Widodo, 2019).

RESEARCH METHODS

The approach used in this study is a qualitative approach, where this research is descriptive, naturalistic, and focuses on words. While the type of research used in this study is field research (*field research*). Field research is a type of research that is oriented through empirical data collection in the field, by visiting informants who are in a research place (Sugiyono, 2019).

This research method is used by the researcher with the aim of understanding in depth the implementation of the values of the book *Ta'lim muta'allim* in the formation of the character of students at Madrasah Aliyah Negeri 4 Denanyar Jombang. Research data was obtained through in-depth interviews with teachers, students, and related parties to explore information about the application of these values, direct observation of learning activities and activities in the madrasah to see how these values are implemented, as well as documentation in the form of notes, curriculum, or other sources relevant to the context of the research (Ahmad & Muslimah, 2021).

In this qualitative research, data were collected through literature studies, observations, interviews, and documentation. Literature studies serve as a theoretical foundation that serves as a guideline in field research, while field data obtained from observations, interviews, and documentation are analyzed using descriptive analysis techniques. This technique allows researchers to describe the conditions and phenomena that occur in real life in the field in depth before the data is further interpreted. After the data collection process is completed, the researcher integrates field findings with theories obtained from literature studies and compiles data systematically, so as to produce a comprehensive interpretation and valid conclusions in this study (Rijali, 2018).

To ensure the validity of the data, this study applies a triangulation technique. Triangulation of sources is carried out by comparing information from various parties, such as teachers, students, and supporting documents (Zamili, 2015). The triangulation method is used by combining interviews, observations, and documentation to ensure the consistency of the data obtained. In addition, time triangulation is applied by observing and collecting data at several different times to get a more complete picture. Through this approach, the research is expected to provide an accurate picture of the implementation of the values of the book *Ta'lim muta'allim* in the formation of students' character (Rahman, 2022).

RESULTS AND DISCUSSION

In an implementation, of course, it requires good preparation so that in the process it can meet the goals that have been set in accordance with expectations. Likewise, the Implementation of the Value of the Book of *Ta'lim Muta'alim* in the Formation of Student Character at Madrasah Aliyah Negeri 4 Denanyar Jombang begins with a plan that is prepared with various steps and strategies to facilitate the process of learning activities, after the planning is completed, then the next is the implementation process where in this part the designs that have been structured at the planning stage will be carried out in accordance with The flow is to achieve maximum results. The final stage of an implementation is the existence of an evaluation process, the evaluation is carried out to find out the shortcomings that occur during the implementation process such as whether it is in accordance with the initial planning or whether it is in accordance with the

objectives.

Learning Plan Process for Ta'lim Muta'alim at MAN 4 Jombang

The learning planning process of the book of Ta'limul Muta'alim at MAN 4 Denanyar Jombang is carried out systematically and involves the synergy of various important parties in the madrasah environment. The planning stage begins with coordination between the Head of the Madrasah, the Deputy Head of Curriculum, the Deputy Head of Student Affairs, and the supporting teachers. This discussion aims to evaluate the implementation of book learning in the previous period, so that it can identify strengths, weaknesses, opportunities, and challenges in the learning process.

The results of the discussion became the basis for determining the textbook and learning strategies to be used. The determination of the book of Ta'limul Muta'alim as a learning material is not only based on the superiority of the content of the book, but also on the relevance of its values in shaping the Islamic character of students. This is in line with the vision and mission of the madrasah in producing a generation that is not only academically excellent, but also has strong Islamic morals and ethics.

In addition, discussions related to planning also include determining appropriate teaching methods, lesson schedules, and learning evaluation criteria. Teachers have an important role in providing input on effective methods for delivering book material, including interactive approaches such as group discussions, lectures, and case studies that can relate the content of the book to the context of students' daily lives. The Deputy Head of Student Affairs also gave his views on the need for student character development that is relevant to the values contained in the book Ta'limul Muta'alim. With this structured planning, it is hoped that the learning process of the book of Ta'limul Muta'alim can run optimally, not only in the transfer of knowledge, but also in building the character of students in accordance with noble Islamic values. Close collaboration between the parties involved is one of the keys to the successful implementation of this book learning at MAN 4 Denanyar Jombang.

This statement is in line with the theory of planning objectives expressed by Sugeng Listyo and Faridah Nurmaliyah, who explained that the purpose of the planning process is to design learning that aims to improve its quality through improvements in implementation. Through these improvements, it is hoped that the quality of learning designed by the designers can be improved. This theory is relevant to the results of research findings that show that learning planning at Madrasah Aliyah Negeri 4 Denanyar Jombang is in line with this concept.

The analysis obtained from the speakers shows that learning planning has a crucial role in achieving educational goals optimally, especially in the learning of the book of *Ta'limul Muta'allim*. A well-prepared plan is the basis for developing students' potential, especially in intellectual and spiritual aspects. At MAN 4 Denanyar Jombang, the planning process is carried out collaboratively, starting from discussions between leaders to communication with teachers. This

process is carried out in a structured manner by involving various important parties, such as the Head of the Madrasah, the Deputy Head of Curriculum, and the Deputy Head of Student Affairs, to ensure the effectiveness of learning implementation.

Implementation of Ta'lim Muta'alim Learning at MAN 4 Jombang

The implementation of learning the book of *Ta'limul Muta'allim* at MAN 4 Denanyar Jombang is designed to cover all grade XI students, both in the flagship class (MAN PK) and the regular class. This learning is carried out regularly once a week with an allocation of two hours per meeting. The learning methods applied still prioritize classic approaches such as bandongan and sorogan. The bandongan method allows teachers to read, explain, and provide interpretation of the book to students, while the sorogan method provides opportunities for students to read and explain the contents of the book under the guidance of the teacher. This approach aims to ensure a deep understanding of the contents of the book while practicing the skills of reading the yellow book independently.

This is in line with the theory put forward by Abdul Adib, who explained that there are several effective classical methods to be used in learning the Yellow Book. One of them is the bandongan method, where the learning process takes place in one direction (monologue). In this method, the kiai reads the book, translates it, and occasionally gives comments, while the students or students listen carefully while recording the meaning. In addition, there is also the sorogan method, where students take turns advancing one by one to read, explain, or memorize the material that has been studied previously in front of the teacher.

Each learning session consists of three main stages. At the opening stage, the activity began with a joint prayer aimed at creating a religious and solemn learning atmosphere. The core stage is focused on delivering material according to the content of *the book Ta'limul muta'allim*, where the teacher plays an active role in providing detailed explanations and guiding students in understanding the content of the book. The last stage is the closing activity which includes learning evaluation. This evaluation is carried out to ensure that students understand the material that has been delivered and can internalize the values of the book in daily life.

Interestingly, MAN 4 Denanyar Jombang has integrated digital technology in learning to increase the effectiveness and attractiveness of classical methods. Facilities such as digital TV, *PowerPoint*, and *websites* are utilized optimally in most boys' classes. Additionally, some learning materials are converted into videos that are then uploaded to platforms such as *YouTube*, providing students with additional learning access outside of formal lesson hours. However, in the women's class, the use of technology is still limited to devices such as LCDs.

The use of this technology not only helps to simplify the learning process, but also supports students' digital literacy, which is an important need in the modern era. By combining traditional methods and digital technology, learning the book of *Ta'limul muta'allim* at MAN 4 Denanyar Jombang is expected to

provide a balance between a deep understanding of religious values and students' ability to adapt to technological developments. The implementation of this technology is carried out wisely to ensure that its use remains relevant and does not reduce the essence of learning the values contained in the book.

Evaluation of the Learning of the Book of *Ta'limul muta'allim*

To measure the success of learning the book of *Ta'lim Muta'alim*, the evaluation is carried out not only to assess the extent to which students understand the material presented, but also to observe the development of their character and attitude. The study of this book focuses on the formation of noble manners and personalities, so that the evaluation includes affective aspects in addition to cognitive aspects. This is reflected in the two main parameters used, namely the assessment of intellectual understanding (cognitive) and the assessment of attitudes and behaviors (affective).

The evaluation of learning the book of *Ta'lim muta'allim* is carried out holistically, covering cognitive and affective aspects. Cognitive evaluation aims to measure the level of students' understanding of the material being taught. This is done through several methods, such as daily tests that provide an overview of student understanding periodically, questions and answers during the learning process to evaluate students' ability to think critically and delve into the material, and madrasah exams which are used as a formal assessment tool to assess student learning outcomes as a whole.

In addition, affective evaluation is focused on observing students' attitudes and characters in daily life, both in the madrasah environment and outside of school. Teachers actively observe students' behavior in interacting with others, teachers, and the surrounding environment to assess the extent to which the values of the book of *Ta'lim muta'allim* are internalized by students. For example, special attention is paid to aspects such as respect for teachers, honesty in acting, discipline in carrying out duties, and spiritual awareness in religious activities.

This evaluation involves various parties, including subject teachers, homeroom teachers, and other educators, to obtain a more comprehensive and objective assessment. In fact, student guardians are also involved, especially to provide input related to the development of students' character at home. This synergy between parties aims to ensure that the learning of *the book of Ta'lim muta'allim* not only contributes to improving students' academic understanding, but also has a positive impact in forming Islamic characters that are in accordance with noble moral values. With this holistic evaluation approach, the learning of *the book of Ta'lim muta'allim* is expected to be an effective instrument in supporting the intellectual and spiritual development of students, thereby creating a generation that is not only academically intelligent, but also has superior character who is able to face moral challenges in the future.

Supporting Factors for Learning of *Ta'lim muta'allim* at MAN 4 Jombang

There are several supporting factors that are quite significant in the study of the book of *Ta'limul Muta'alim*. These factors include aspects of the

completeness of facilities and infrastructure, teacher competence, and the implementation of the matriculation program.

First, the completeness of facilities and infrastructure is one of the important elements that support the success of learning. At MAN 4 Denanyar, facilities such as comfortable learning rooms, modern learning tools, and adequate teaching materials are provided to support the learning activities of the book of *Ta'limul Muta'alim*. The availability of this facility allows students to focus more and delve into the material being taught, so that the teaching-learning process can run optimally.

Second, the existence of competent teachers in their fields is a key factor in the success of learning. The teachers who teach the book of *Ta'limul Muta'alim* in this madrasah not only have a supportive educational background, but also have experience in understanding and teaching the classic book (*turats*). This teacher's competence includes their ability to explain the contents of the book comprehensively, connect the values contained in the book with daily life, and guide students to understand and internalize these values in the formation of Islamic character.

Third, one of the flagship programs that supports the learning of this book is the matriculation program which is applied specifically for students in the Religious Program (PK) class. The program lasts for one month at the beginning of grade 10, with the main goal of equalizing students' basic abilities in three important areas, namely book studies, Arabic, and English. This matriculation program is designed to ensure that all students, regardless of their previous educational background, have the same foundation in understanding the book of *Ta'limul Muta'alim* and its supporting languages. Thus, when the learning process takes place, students can follow the material more easily and effectively.

Support in the form of adequate facilities, professional educators, and a systematic matriculation program is a complementary combination in creating a conducive learning environment. This not only increases the effectiveness of learning the book of *Ta'limul Muta'alim*, but also contributes to the formation of students' character in accordance with the values taught in the book.

Factors Hindering the Learning of *Ta'lim Muta'allim* at MAN 4 Jombang

The inhibiting factors in learning the book of *Ta'lim muta'allim* at Madrasah Aliyah Negeri (MAN) 4 Denanyar Jombang are quite complex, involving internal and external aspects. One of the main factors is the difference in student backgrounds. Students who come from different educational and cultural environments show an uneven spirit of learning. Some students who have a strong foundation in religious education find it easier to understand the content of the book, while students with minimal religious education backgrounds often find it difficult, thus having an impact on their motivation to learn. This creates challenges for teachers in harmonizing learning in order to meet the needs of all students optimally.

Another significant obstacle is the lack of use of technology in the learning process. In today's digital era, technology can be a very effective means of

supporting to help students understand the material, for example with learning videos, interactive applications, or digital presentations. However, the lack of technology utilization by some teachers is one of the obstacles that slows down the innovation process in learning the book of *Ta'lim muta'allim*. This condition is often influenced by the limited skills of teachers in using technology or the lack of technological facilities available in schools.

In addition, limited time allocation is also a major challenge. The study of *the book of Ta'lim muta'allim* often has to be adjusted to the busy schedule of other subjects, so that the available time is not enough to study the material in depth. As a result, teachers are only able to convey the material in an outline without exploring the values contained in it in more detail. This has the potential to reduce students' understanding of the core message of the book and limit the process of internalizing these values in their daily lives.

With these various obstacles, strategic efforts are needed to overcome these obstacles. These efforts can include teacher training to improve technological skills, the preparation of a more flexible learning schedule, and a learning approach that focuses on student needs, so that the learning of *the book of Ta'lim muta'allim* can run more effectively and have a positive impact on the formation of students' character.

Student Character Development through the Use of *Ta'lim al-Muta'allim* at MAN 4 Denanyar Jombang

Based on the results of the researcher's observations, the material taught in the learning of the book of *Ta'lim Muta'alim* is proven to have a significant influence on forming positive characters in students. Values such as *ta'dhzim* and mutual respect have been widely applied by the students of Madrasah Aliyah Negeri 4 Denanyar Jombang. Most of the students showed the ability to apply *the attitude of ta'dhzim* in daily life, both to teachers, elders, and fellow friends. They seem to show respect and obedience to teachers and staff, for example through the use of polite language when speaking, kissing hands when shaking hands with teachers, and bowing their heads as a sign of respect when passing teachers or elders.

The change in character in acting was felt directly by several students interviewed by the researcher, namely Luthfi and Reni, grade XI students. They revealed that the study of *the book of Ta'lim muta'allim* has a significant positive impact, especially in improving their morals and behavior. In addition, they appreciated the learning methods applied by teachers, where the material was not only delivered theoretically, but also equipped with real examples that were relevant to daily life. With an interesting and non-monotonous delivery, this lesson is one of their favorites because it makes it easier for students to understand and practice the values taught.

Thus, Ethics and decency are the main expected outcomes of the educational process. A person can be considered educated if he is able to improve his morals, especially in living relationships with others through the application of moral character. Moral values are an important element that must be produced

through education, especially in efforts to develop character. The book *Ta'lim Muta'alim* not only provides theoretical insights, but also encourages students to change their attitudes and behaviors for the better in accordance with the guidance of *adab* and the values of life taught.

CONCLUSION

The conclusion of this study shows that the implementation of learning the Book of *Ta'lim Muta'alim* in the formation of student character is carried out through three interrelated stages, namely planning, implementation, and evaluation. At the planning stage, learning is arranged by involving deliberations between the Head of Madrasah and related parties, including teachers who teach this book, which is carried out at the beginning of each semester. The implementation of learning is carried out using classical methods, as well as *bandongan* and *sorogan* techniques. The evaluation is carried out by assessing cognitive aspects through tests and exams as well as assessing students' attitudes and characters in daily life.

Supporting factors in the formation of student character through learning the Book of *Ta'lim Muta'alim* include adequate infrastructure, good teacher competence, and a book matriculation program in religious program classes (MAN PK). Complete facilities support a more effective learning process, while teacher competence in terms of knowledge, skills, and attitudes is essential in facilitating learning. The matriculation program provides a solid foundation for students to understand the content of the book. However, there are several inhibiting factors, including differences in students' educational backgrounds that affect the enthusiasm for learning, limited use of technology by teachers, and limited time allocation in each meeting that hinders the deepening of the material.

The impact of learning the Book of *Ta'lim Muta'alim* at MAN 4 Denanyar Jombang is not only felt by students, but also by teachers. Students showed positive changes, such as a decrease in the rate of violations, an increase in respect and *ta'dhzim* towards teachers. In addition, another impact felt by students is the attitude of respecting teachers, respecting elders, and appreciating knowledge. This is reflected in student behavior, such as discipline in attending class, polite speech to teachers, and mutual respect between friends. These attitudes show that the study of the book of *Ta'lim Muta'alim* has succeeded in shaping the character of students significantly.

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