

IMPLEMENTATION OF LEARNING OF THE TA'LIMUL MUTALLIM BOOK IN IMPROVING THE CHARACTER OF THE DISCIPLINE OF SANTRIES IN TAHSHILUL MURODI PONDOK PENSANTREN LAMONGAN

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ABSTRACT

One of the classic books that is widely taught in Islamic boarding schools is the book Ta'limul Mutaallim by Shaykh Az-Zarnuji. This paper seeks to describe the implementation of learning the book of ta'limul mutaallim in improving the disciplined character of students at the Tahsilul Murodi Islamic boarding school Bojoasri Lamongan. By using a qualitative approach, and data collection using interviews. And the data collected by the writer uses the analysis of data reduction, presentation, data and data verification. The results of this study indicate that the implementation of learning the book of Ta'limul Mutaallim is carried out in three stages. Planning, which is done by formulating the goals to be achieved in each meeting and classroom management from the teacher. Implementation, at this stage is done by opening lessons, providing learning materials using bandongan and deliberation methods, and evaluation in the form of test and non-test techniques. The implementation of learning the Ta'limul Mutaallim book is proven to be able to improve the disciplined character of students. Santri can be disciplined in terms of time and actions by obeying and obeying the rules of the Islamic boarding school and being obedient and obedient to the teacher.

KEYWORDS: *studying the book of Ta'limul Muta'allim, character Santri*

1. INTRODUCTION

National Character Education in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System formulates the functions and objectives of National education that must be used in developing educational efforts in Indonesia. nation. Aims to develop the potential of students to become human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Strengthening character education is something that must be considered because many events occur in the Indonesian nation related to moral and character crises. For example, by not coming to school on time, not wearing a complete school uniform in

accordance with the rules, skipping school, not submitting assignments on time, and so on. Therefore, strengthening character education needs to be implemented and carried out starting from the school environment, family, and the surrounding community. Discipline is one of the characters that needs to be developed, because the character of discipline is an action that shows orderly behavior and obeys various rules and regulations.

Discipline is an absolute character in human life, because every human being who lives life without having strong discipline will be dangerous for himself and others and even the surrounding environment. In the verse of the Qur'an, it is explained about discipline in Surah Al-Asr verses 1-3:

وَالْعَصْرِ ۝ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ۝ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصَوْا بِالْحَقِّ ۝ وَتَوَّصَوْا بِالصَّبْرِ

"By time, verily mankind is in loss, Except for those who believe and do good deeds and exhort one another to truth and exhort one another to patience."

This letter explains that people who cannot make the best use of their time are among the losers. The explanation in the letter above has shown to humans clearly that Allah has ordered His servants to have and undergo a disciplined attitude. Because with discipline in living life will be more orderly, whereas if during his life he is not disciplined will cause an irregular life.

The progress of education in the era of globalization is carried over to a more modern and latest direction, so that the latest learning can develop. However, there are educational institutions that continue to apply the legacy of previous scholars by studying classical books in the learning material being studied. One of the right places to improve the character of discipline through the study of classical books is the Islamic boarding school, where the Islamic boarding school is one of the oldest Islamic educational institutions in Indonesia. The formation of a disciplined character can be started in a pesantren environment, because Islamic boarding schools are places of religious teaching education, where a kyai teaches Islamic religious knowledge to students in accordance with books written in Arabic by medieval scholars, and all students generally settle down. boarding school.

The scientific tradition of pesantren is different from the science of Islamic educational institutions in general such as madrasas or schools. The main feature that distinguishes Islamic boarding schools from other Islamic education is the curriculum for learning classical books (kitab kuning) for students. The yellow book learning is applied as a primary reference in exploring Islamic scholarship. One of the yellow books that is widely taught in Islamic boarding schools is the Ta'limul Mutaallim book. The book by Shaykh Az-Zarnuji is a classic book whose name is known in all Islamic boarding schools in Indonesia. Which in it examines how to behave towards anything.

This research was conducted based on the current reality. With the rise of cases of misappropriation of the behavior and character of the nation's children, it is necessary to raise awareness not only for education personnel and the government, but also for the

awareness of the Indonesian people to implement good behavior for Indonesian children. Moral degradation is still a challenge in the world of Indonesian education today.

This study aims to determine the implementation of learning the book of Ta'limul Mutaallim in improving the disciplinary character of the students of the Tahshilul Murodi Lamongan Islamic boarding school. Tahshilul Murodi Islamic Boarding School is one of the Islamic boarding schools in Lamongan, and is located in Bojoasri Village, Kalitengah District, Lamongan Regency. Islamic boarding schools function not only as a transfer of knowledge, but also as a cadre of ulama' and as custodians of Islamic culture.

2 THEORETICAL BASIS

Implementation of Learning The Book of Ta'limul Mutaallim

Implementation comes from English, namely to implement which means to implement. Implementation is a means to carry out something that has an impact or effect on something. The definition of "implementation" in the Indonesian Scientific Dictionary, is the application, the use of implements in work, implementation; workmanship until it becomes realized, and the implementation of implementation.

Learning is essentially a process, namely the process of regulating, organizing the environment around students so that they can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance to students in the learning process (Aprida Pane Dan Muhammad Darwis Dasopang, 2017).

The Ta'limul Mutaallim book is a classic book written by Shaykh Burhanuddin az-Zarnuji which contains a kind of code of ethics for students both when they are still studying, and when they become people, how they should behave towards knowledge, towards books, towards teachers, and practices. science and others.

Thus, from some of the explanations above, it can be concluded that the implementation of learning the Ta'limul Mutaallim book is the process of applying the guidance of Sheikh Az-Zarnuji's Ta'limul Mutaallim book to students by the teacher which aims to improve good changes, as well as how the etiquette should be followed. owned by a student in respecting knowledge, books, teachers, and the manners of practicing his knowledge.

Substance learning is an effort made by the teacher in creating learning activities that are conducive to achieving a goal (Muhammad Mas'ud, 2019). In general, a learning implementation consists of three stages, namely: planning, implementation, and evaluation.

1. Lesson Planning

Learning planning is a decision-making process as a result of thinking about the goals and objectives of a lesson. As well as a series of activities carried out as an effort to achieve goals.

Based on the steps in preparing lesson plans as follows:

- a. Formulate goals to be achieved at each meeting.
- b. Classroom management from teachers (skills created by teachers so that teaching and learning conditions are optimal)
- c. Use of learning media tools

d. Evaluation and development planning (Martinis Amin Dan Maisah, 2012).

2. Learning Implementation

Implementation of learning is an activity to integrate the existing potential or that can be provided for the smooth running of learning activities that have been systematically planned. So that the implementation is in accordance with what has been planned.

In the implementation of learning, there are several stages that the teacher must do in carrying out the learning, namely:

a. Open Lesson

The preliminary stage or opening the lesson is an activity carried out at the beginning of the learning meeting with the aim of increasing the focus of students' attention so that they can participate in the learning process.

b. Core Activities

The core activity or called the delivery of material in learning is a learning process carried out to achieve predetermined targets using learning methods. with the stages of explaining the learning material and providing opportunities for students to ask questions.

c. Closing Activity

Closing activities are activities carried out to end the learning, with the teacher providing a conclusion or summary of the material that has been taught and then closed by reading a prayer together (Herry Widyastono, 2010).

3. Learning Evaluation

Evaluation of learning is carried out to determine the level of success of the implementation of learning. It can be interpreted that without an evaluation, it cannot be known how the learning outcomes have been achieved or not so that evaluation is very important to do in improving learning outcomes (Ibrahin R Dan Nana Syaodih, 2002).

process there are 2 kinds of techniques carried out, namely:

a. Technical test, the procedure used to measure and assess learning outcomes.

b. The non-test technique is an assessment that is carried out without testing students, but is carried out by observation.

The Process Of Learning The Book Ta'limul Mutaallim

In the process of learning the yellow book, there are two methods that have been used since ancient times in Islamic boarding schools, namely bandongan and sorogan. Likewise, learning the Ta'limul Mutaallim book is a yellow book that is taught in Islamic boarding schools using the bandongan method, the sorogan method and the deliberation class method.

1. Bandongan Method

The main method of teaching in the pesantren environment is using the bandongan method or often called the weton method. In this method, a group of students or students listen to a teacher who reads, translates, explains, and often murojaah or repeats previous learning that has been taught with the aim of reviewing

the previous lesson so that the students remember the learning material. While the students listen and listen and give meaning to the book.

The steps in using the bandongan method include:

- a. The kyai or cleric at the beginning of the meeting reads prayers and sholawat to the prophet Muhammad SAW.
- b. Kyai or cleric reads, translates and explains the book he is studying.
- c. Kyai or ustadz in translating the book uses the harfiyah salafiyah method, which is translating the meaning of frog by word and then given harokat or syakl according to their position.
- d. Santri carefully follow the explanation given by the notes in the form of lines, meanings or important information in the book (Armei Arief, 2002).

The advantage of the bandongan method is that every teacher can finish their book in a short time, and the number of students who can attend the recitation is not limited. The drawbacks of the bendongan method are that students cannot be more active in honing their skills because students are usually passive during learning because they only listen to readings and explanations of books from kyai or teachers, there is no culture of question and answer, and teaching and learning activities are centered on the teacher.

2. Sorogan Method

The sorogan method is a method in which students read the book being studied in front of the kyai. Typing in reading and understanding the book there are errors, then it is immediately justified by the teacher or kyai. The sorogan method is the most difficult method of all pesantren learning methods, because the sorogan method requires patience, craftsmanship, obedience, and personal discipline of teachers and students. In this teaching method, a student must really master the knowledge he is learning, because the sorogan method is monitored directly by the teacher or kyai.

The steps in implementing the sorogan method are as follows:

- a. Creating communicative situations and conditions between students and the kyai or cleric themselves in learning activities.
- b. In reading and translating the Arabic text, a kyai or ustadz conveys slowly and uses language that is easy for students to understand.
- c. After reading and translating the material according to the wishes and considerations of the kyai or cleric. Santri are asked to read and translate the text that has been read earlier. When corrections are made if there are errors in reading and translation.
- d. After reading and translating correctly, a kyai or ustadz usually asks or asks the santri to explain the meaning of the text that has been read.
- e. After the santri explain, the kyai or ustadz usually briefly reviews what the students have understood and adds or corrects if there are things that are lacking or wrong in the delivery of the students (Rohadi Abdul Fatah Dkk, 2005).

The advantages of the sorogan method include: a kyai can directly supervise, guide and evaluate students optimally in learning, there is individual interaction

between kyai and students, there is effective communication between students and their teachers.

Disadvantages of the sorogan method: it takes a long time to finish the book and requires a lot of patience, craftsmanship, perseverance, from the teacher or kyai.

3. Deliberation Class

In the deliberation class method the teaching method is different from the sorogan and bandongan methods, because in this method the students study the books that are designated and refer to them. A teacher or kyai only leads the deliberation class and the time is mostly used in the form of question and answer.

DISCIPLINE CHARACTER

According to the language center of the Ministry of National Education, the term character means innate, soul, heart, personality, character, attitude, nature, character, and character. As for having character is personality, behavior, character, character and character. Etymologically, the word character means character, character, some psychological traits, character, or morality that can distinguish one person from another.

Discipline comes from the word basic discipline. Discipline comes from English discipline (training) which means training to act accordance with rules (training to act according to the rules).

Thus, the character of discipline is the attitude and behavior that arises as a result of training or habits, in the form of an attitude of obedience to various rules, laws and orders.

In Discipline there are several indicators of disciplinary character, these are used as a form of reference to determine the attitude of students in disciplined character. According to Moenier in his book Public Service Management in Indonesia, there are several characteristics of student discipline as follows:

1. Time disciplines include:
 - a. On time in learning.
 - b. Do not leave the class while teaching and learning is in progress or truant during the lesson.
 - c. Complete tasks in a timely manner as set.
2. Discipline of actions include:
 - a. Obey and comply with applicable regulations.
 - b. Not lazy to study
 - c. Obey the teacher (Moenier, 2010).

IMPROVING THE CHARACTER OF DISCIPLINE THROUGH STUDYING THE BOOK OF TA'LIMUL MUTAALLIM

Syekh Az-zarnuji in the book Ta'limul Mutaallim formulates 3 methods in improving the character of discipline:

1. The method of ilqa' al-nasihah (giving advice)

The advice given is in the form of an explanation of the principles of rights and vanity. Installation of parameters in the child's soul so that it can become a thinking

paradigm. For this reason, it is required that the teacher must first cleanse himself of the reprehensible nature so that the advice given makes an impression on the souls of the students.

2. Mudzakah, Munadharah, and Mutharah Metode Methods

A student should do mudzakah (reminding each other), munadharah (complaining each other's views) and mutharah (discussion). This is done on the basis of conviction, calm and appreciation as well as getting rid of things that have a negative impact.

Munadharah and mudzakah are ways of conducting deliberation, while deliberation itself is intended to seek the truth. Therefore, it must be done with appreciation, calm and full of conviction. And it will not work if it is carried out in a violent manner and with a bad background. Sheikh Az-Zarnuji gave signs so that when reminding students not to exceed the limit because it could cause students not to accept it. Therefore, al-Zarnuji gave directions that teachers should have a gentle nature, keep themselves from being angry.

3. The Mental Formation Method

In this method, several aspects are emphasized, namely: intention, maintaining wara 'nature, istifadah (taking advantage of the teacher) and tawakal. Sheikh Az-zarnuji explained, the success and failure of Islamic education depends on the right and wrong in learning intentions. And it needs to be emphasized to students that learning is not to gain popularity, wealth or a certain position but to get the pleasure of Allah SWT.

During the learning process, students must be accustomed to being wara 'that is to protect themselves from immoral acts. The next inner intention is trust in seeking knowledge. Teachers must firmly instill in the souls of students to be trusting while seeking knowledge and not busy in getting worldly. Because, according to Sheikh Az-Zarnuji, getting busy in getting worldly can be an obstacle to having noble character and damaging the heart.

Furthermore, with istifadah the teacher conveys knowledge and wisdom, explains the difference between haq and vanity with good delivery so that students can absorb the benefits conveyed by the teacher (Muhammad Zamhari & Ulfa Masamah, 2016).

3 DISCUSSION

Implementation of Ta'limul Mutallim Book Learning at Tahshilul Murodi Islamic Boarding School Lamongan

Based on the data that has been obtained from interviews with ustadz/ustadzah, boarding school administrators, and students of the Tahshilul Murodi Lamongan Islamic boarding school, it can be categorized as follows:

a. Learning Planning

1) Formulate Goals To Be Achieved At Each Meeting

Learning planning at the Tahshilul Murodi Islamic boarding school Lamongan, the concept of learning materials has been carefully prepared in

advance by the ustadz/ustadzah. In planning, the concepts and learning materials for the book of Ta'limul mutaallim for each meeting in one semester have been designed at the beginning of each learning year in the form of a boarding school curriculum. With the aim that the asatidz can complete the discussion material at each meeting in accordance with the curriculum that has been set by the Islamic boarding school. And so that the asatidz at every meeting there is preparation to deliver the material. This policy is indeed very important to be carried out by the Islamic boarding school in order to achieve the learning objectives as expected.

2) Classroom Management From The Teacher

In managing class management at the Tahshilul Murodi Islamic boarding school Lamongan, the implementation is completely left to the ustadz who teaches, but the method that is often used in the Tahshilul Murodi Islamic boarding school is the teacher reading and translating then the students listening and taking notes. And for other processes so that it is easier for students to understand the material and not monotonous in the learning process which is only with the lecture method, sometimes each ustadz or teacher has its own way or method so that the atmosphere of the learning process is different and does not make it boring.

3) Use Of Learning Media Tools

At the Tahshilul Murodi Islamic boarding school Lamongan the media used in the learning process is the same as in Islamic boarding schools in general, namely by using simple media, whiteboards and textbooks. As according to Husniyatus Salamah Zainiyati, the function of the media is to channel messages from the sender to the recipient to stimulate students' attention in participating in learning activities

b. Implementation Of Learning

Based on the results of observations made by researchers, the schedule for the implementation of learning the book of Ta'limul Mutaallim at the Tahshilul Murodi Lamongan Islamic boarding school is carried out 2 times a week, namely every Sunday and Wednesday, as for the time allocation starting at 14.00-16.40. Then in its implementation, teaching and learning activities are left entirely to the ustadz who teaches, starting from the learning methods used to evaluating the learning to be used. In learning the book of Ta'liul Mutaallim there are 3 stages in its implementation:

1) Open Lesson

In the teaching and learning process, the main thing that is done after entering the class before starting the learning that will be taught is reading prayer, based on the results of observations of researchers in the field and the results of interviews with several resource persons at the Tahshilul Murodi Islamic boarding school Lamongan, preliminary activities before starting the lesson what the teacher does The Ta'limul Mutaallim book is reading the letter al-Fatihah which is devoted to the author of the Ta'limul Mutaalim book, Sheikh Az-Zarnuji, then continues by reading the prayer that has been determined by the Tahshilul Murodi Islamic Boarding School, then after praying the Ustadz checks the attendance of the students by taking attendance one by one. students present.

Before the ustadz continued with the next material, he ordered the students to memorize or repeat the material discussed at the meeting yesterday, by appointing one of the students to come forward to read the meaning in his book and explain a little bit of the essence of the material that was read because if the students could translating the material that has been taught means that he can understand the material and with the aim that students can recall the material that has been taught.

2) Core Activities

After starting learning with murojaah of the previous material, the core activity is to continue the next material with the teacher giving and reading the meaning of *gandul*, and students listening and giving meaning to the book, then the teacher explains the explanation of the material.

The teacher of the *Ta'limul Mutaallim* book at the Tahshilul Murodi Islamic boarding school in providing explanations not only describes all the information in the material, but also by providing examples to students how to apply the contents of the discussion in daily activities. For example, the material discussed at the meeting that day discussed etiquette and procedures for seeking knowledge, the Ustadz gave directions that in order to make it easier to seek knowledge, respect and obedience to the teacher is important. Spoken by the teacher and so on.

3) Closing Activity

The final stage in the implementation of learning is the closing stage, in the final stage after the core activity in learning the book of *Ta'limul Mutaallim* at the Tahshilul Murodi Islamic boarding school, the ustadz gave a conclusion from the explanation of the material learned at the meeting that day and continued with a question and answer session, thus providing an opportunity for students to the students to ask the ustadz related to the explanation of the material that has not been understood. Then it ends with the prayer of the *kafaratul majlis*.

Then there is the stage of deliberation at the Tahshilul Murodi Islamic boarding school, where the implementation time is carried out at night after the congregation for the *Isha'* prayer, in this deliberation it provides opportunities for students to *muthola'ah* lessons and discuss with fellow friends and accompanied by the board of directors to supervise the students when in Deliberation is difficult or inappropriate, it can be justified by the management.

c. Learning Evaluation

Evaluation in learning is carried out as a determinant of the extent to which the results of the teaching and learning process are obtained by students. Based on the results of observations, the evaluation of the implementation of learning the book of *Ta'limul Mutaallim* at the Tahshilul Murodi Lamongan Islamic boarding school was carried out in 2 stages, namely: oral and written test techniques and non-test techniques. The evaluation is carried out by:

1) Oral And Written Test

The oral and written exam tests are carried out every 3 months during the mid-semester exam (UTS) and the final semester exam (UAS), when they have completed the discussion material that has been set in the *pesantren* curriculum. This

evaluation is to measure the students' understanding of the material that has been taught by the teacher.

2) Non Test technique

Non-test techniques are daily assessments carried out by observation, observations are carried out by observing the behavior and behavior of students in their daily lives, both when in class during the learning process or when outside the classroom.

At this stage of daily evaluation, it is carried out to train students so that they can continue to get used to behaving and behaving well to anyone and to train students' discipline wherever they are.

Character Discipline of Santri through the Application of Learning the Book of Ta'limul Mutaallim at Tahshilul Murodi Islamic Boarding School Lamongan

The researcher uses the disciplinary character indicator initiated by Moenier as a reference in determining the discipline character of the santri at the Tahshilul Murodi Islamic boarding school.

1. Time Discipline

The results of the discipline character The students at the Tahshilul Murodi Islamic boarding school Lamongan after learning the Ta'limul Mutaallim book have obeyed according to the discipline indicators in terms of time, as in the case of study time the students are aware of participating in learning activities or deliberation on time, participating in all recitation activities on time. And when learning takes place in the classroom, the students pay attention and listen carefully to what the teacher is saying in an irregular manner and by noting the explanations given by the teacher.

2. Action Discipline

The results of increasing the character of discipline in terms of the actions of students at the Tahshilul Murodi Lamongan Islamic boarding school after the application of learning the Ta'limul Mutaallim book are different from before the learning. Because almost all students who are in this boarding school attend formal schools that are outside the boarding school environment. so that it does not require the possibility that the attitude of the santri can be obtained from the association or innate nature from birth. Seeing this, after the implementation of learning the Talimul Mutaallim book, the discipline of action that has been obeyed by all students is such as not going in and out of the cottage without the permission of the management, and avoiding what should not be done and carrying out what has become the obligation of the santri in accordance with the regulations of the Islamic boarding school that have been apply. Then towards the teacher, the students are more polite, the spoken words can distinguish between talking with friends and with people whose lineage is higher than him (the teacher), obedient and ta'dzim to the orders and words of the teacher because they just want to get ridho from the teacher. , blessings and benefits of knowledge.

4 CONCLUSION

From the explanation above, the implementation of learning the book of Ta'limul Mutaallim in the Tahshilul Murodi Islamic boarding school Lamongan consists of three stages. First, learning planning in every meeting in one semester has been planned at the beginning of each learning year by being formed into a curriculum. And the management of the method used is left entirely to the teacher. Second, the implementation of the study of the Ta'limul Mutaallim Book was carried out by opening lessons, namely reading the letter al-Fatihah which was devoted to Sheikh Az-Zarnuji and repeating the previous material. The core activity is to continue the next material with the ustadz giving, reading, and explaining. The closing activity was carried out by the Ustadz by providing conclusions from the material that had been explained, a question and answer session and closed with a kafaratul assembly prayer. Third, the evaluation of learning the Ta'limul Mutaallim book is carried out in the form of an oral/written test which is carried out every 3 months on the implementation of UTS and UAS, and non-test techniques are carried out by means of observation. After the implementation phase of learning is carried out, it will produce the disciplined character of students through the application of learning the book of ta'limul mutaallim at the Tahshilul Murodi Islamic boarding school Lamongan, while the results of the discipline character are In terms of time discipline, students have referred to discipline indicators such as being punctual in learning activities or deliberation, and listening carefully to the teacher's explanation when in class. Then in the discipline of action, the process of applying the Talimul Mutaallim book learning at the Tahshilul Murodi Islamic boarding school. In terms of discipline, all students have obeyed and obeyed the prohibition of Islamic boarding schools and carried out well the obligations of Islamic boarding school rules, have a polite attitude, speak good words, obey the orders and words of the teacher.

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