

Relevance of Ta'lim Al-Muta'allim's Book in Character Education in the Era of Industrial Revolution 4.0

Firdaus

Universitas Muhammadiyah Purwokerto

Email: firdaus@ump.ac.id

Abstract

In the current era of the industrial revolution 4.0, education in Indonesia is gradually losing its spiritual essence. Advances in technology provide opportunities for everyone to access information without limits. The positive and negative impacts of this progress directly affect various fields, including character education. The book of ta'lim muta'allim by al-Zarnuji is a classic book that contains values that are relevant to the character of national education applied in educational institutions in Indonesia. This type of research is library research using descriptive methods and data analysis (content analysis). The educational character values contained in the ta'lim muta'allim include: the value of intention, deliberation, patience and steadfastness, respect and service, istiqamah, self-respect, lofty ideals, hard work, resignation, advising each other, taking lessons, wara' values. These values are still relevant to the 17 values of character education according to the Minister of National Education. The aim of education in ta'lim muta'allim includes three aspects, namely: divinity, individuality, and community. In terms of learning methods, there are two categories, namely: methods that are ethical and strategic.

Keywords: ta'lim muta'allim, character education, industrial revolution 4.0

A. Introduction

The rapid change of times has resulted in changes in the social, economic and cultural order. According to Kasali in (Atieka & Budiana, 2019, p. 332) all aspects of life are being disrupted, this is a kind of innovation attack. Life cannot be lived only by iteration (doing the new thing) and innovation (doing the new thing). The best strategy for managing a better future is disruption (doing things differently), or in other terms, namely the era of the industrial revolution 4.0.

The industrial revolution 4.0 is an era of automation, computerization and digitalization that has given birth to new breakthroughs in various fields including education. Aziz Hussin in (Rohman & Muhid, 2022, p. 60) said that e-learning enables distance learning and independent learning opportunities. Students can choose from learning methods, field experience-based learning, data interpretation, projects, multiple assessments, mentoring and student involvement.

Today's students are the internet generation who interact more dynamically and have an unlimited scope of connectedness. They live and grow in the digital world every day, as an ocean of information anywhere and

everywhere, so that they can influence interactions with their surroundings. With changes in the sociological-psychological attitude of society, education must carry out a revolution to demand new ways of mastering knowledge in learning. Don Topscot in (Priyanto, 2020, p. 82) states that there are three elements of the learning process that are foreign to the old culture, namely: interactive, participatory, and discourse.

Because everything has changed, the learning theory used may also have changed. While the foundation in learning that is traditional, now its existence is being questioned. Are these foundations still relevant to today's learning theories, or is it time to remove them because they are no longer relevant? One of the foundations in question is the existence of the book of ta'lim muta'alim. Historically, the book of ta'lim al-muta'alim was compiled by Imam al-Zarnuji in the 12th century, of course with various considerations of the circumstances at that time. A critical attitude is urgently needed to respond to and examine the work in order to explore values that are still relevant to the current (educational) context as a basis for the development of further theories.

This paper seeks to explore the values of the relevance of character education contained in the book ta'lim al-muta'alim thariiq al-ta'allum in the industrial era 4.0. The author understands that the character education values contained in the book must be removed so that the actual values of universality are known, as well as their existence for the contribution of science to education.

B. Methods

The method used is library research by collecting data from writings (literacy) that are related to the topics discussed, namely the relevance of the book of *ta'lim al-muta'allim* in character building in the era of the industrial revolution 4.0. The data the researchers took from documentation in the form of books, research journals, and supporting articles. The discussion method used is the descriptive analytic method, namely explaining and elaborating the main ideas relating to the topics discussed, then presenting them critically through primary and secondary literature sources related to the theme (Ahyar et al., 2020, p. 54). The purpose and benefits of this study are to analyze and explore the character values contained in the book, and to compare it with the theory of character education in the industrial era 4.0.

C. Discussion

1. Al-Zarnuji and The Book of *Ta'lim Al-Muta'alim*

a. Biography of Al-Zarnuji

Al-Zarnuji was a prominent arab philosopher whose real name is unclear. According to existing sources, that the original name of Al-Zarnuji is Imam Al-Zarnuji Burhanuddin. Az-Zarnuji nickname taken from a city that he tempting that Zaranj region of Turkey. Von Grune Gaum and Abel in (Ummah et al., 2016, p. 2) says that he is a scholar who lived in the Persian region towards the end of the 12th century and

beginning of the 13th AD. Al-Zarnūjī was among the pioneers in the field of education. Furthermore, he was also one religious scholar of Hanafith Madhab around 13th AD (Huda & Kartanegara, 2015b, p. 193).

Furthermore in 1203, many students had much passion to struggle both for education and for the attainment of knowledge; unfortunately falling short of their aim, in which this purpose was considered as modest or splendid. These students, according to him, did not find the success for their goal because almost of them were not mindful of the right methods of learning. In other words, they did not abide what was the right for them and floundered it with wasted time. Therefore, according to Grunebaum & Abel in (Huda & Kartanegara, 2015a, p. 145), al-Zarnuji decided to explain to the student a method of study which he had read about and heard from his own teachers.

b. The Book of *Ta'lim al-Muta'alim*

The Book of *ta'lim muta'allim* is a classic book that explains the learning process whose objects are knowledge, place, time, motivation, students and teachers. Al-Zarnuji focuses all discussions on learning methods, critical success factors, supports and matters related to achieving learning outcomes for science prosecution (Ummah et al., 2016, p. 3).

This book was written based on his concern that he saw the condition of people who were serious about studying, but did not benefit from the knowledge learned in the form of applying this knowledge in spreading it. This happened because their way of studying was wrong, and they abandoned the conditions (Mudakir, 2017, p. 214)

The manners and procedures for seeking knowledge are explained in the book *ta'lim al-muta'allim* which consists of thirteen chapters as follows: (1) The nature of knowledge, the law of seeking knowledge and its virtues; (2) Intention to seek knowledge; (3) How to choose teachers, friends and perseverance in learning; (4) How to respect knowledge and teachers; (5) Seriousness in seeking knowledge, *istiqamah* in seeking knowledge and lofty ideals; (6) Size and sequence in studying; (7) *Tawakkal*; (8) Time to study science; (9) love and advise each other in studying; (10) Looking for additional knowledge; (11) Be *wara'* when studying; (12) Things that can strengthen memorization and weaken it, and; (13) Things that facilitate the arrival of sustenance, things that can extend life and reduce life (Al-Zarnuji, 2004, p. 6).

c. Values of Character Education in the Book of *Ta'lim al-Muta'alim*

The values of character education contained in the book of *ta'lim al-muta'alim* include:

- 1) Good intentions. Demanding knowledge really requires an intention in an educator because having good intentions will create good goals as well. Quotes the hadith of the Prophet which reads: verily everything depends on the intention.

- 2) Deliberation. Al-Zarnuji explained in his book that: Seeking knowledge is the noblest thing, but also the most difficult. For this reason, deliberation is more important and must be implemented.
 - 3) Patience and steadfastness. Imam al-Zarnuji advised the students of knowledge to be patient from what is lust.
 - 4) Respect and holiness. As explained by Al-Zarnuji: Know, that the student of knowledge will not gain knowledge and cannot use it except by glorifying knowledge and its owner, glorifying the teacher and respecting it.
 - 5) Istiqomah. As explained by Al-Zarnuji: Whoever is looking for something and is serious about it will definitely get it, whoever knocks on the door many times can definitely enter.
 - 6) Self help. This situation has been explained by Al-Zarnuji: And don't push yourself, don't tire yourself out so that you stop doing things, but let's use it with great affection.
 - 7) Noble ideals. Dreams can arise because of other people or yourself. The existence of ideals, a person will try his best to achieve it, and is the purpose or guideline of one's life.
 - 8) Hard work. As explained by Al-Zarnuji: Students should be serious until they feel tired in order to achieve success, and never stop, and by living the virtues of knowledge. Knowledge is eternal, while wealth is mortal.
 - 9) *Tawakkal*. *Tawakkal* is a religious trait that is easy to say, but difficult to do. As explained by (Al-Zarnuji, 2009, p. 93): The student of knowledge must put his trust in studying knowledge.
 - 10) Advise each other. In this case Al-Zarnuji explains: The existence of knowledgeable people should have compassion, like to give advice and not hasad".
 - 11) Take lessons. Imam al-Zarnuji explains that "Students should use every opportunity to study, continuously until they get priority. The way to do this is to always provide a bottle of ink to record all the scientific matters it finds".
 - 12) *Wara'*. Al-Zarnuji gave an example of the nature of *wara'* in his book that: "Including doing *wara'* is taking care of himself so that his stomach is too full, sleeping too much and talking a lot about things that are not useful." (Hasanah, Chalimatus, 2019, p. 128)
2. Character Education in the Industrial Revolution Era 4.0
- a. Character Education

Character comes from the word “Kharasein” (Greek) which means to make a sketch or a tool for making engraved, stamp, or characteristic to distinguish, the child in the family. Character is a sign that makes someone different or stand out. Thus it can be concluded that the character of the nature, character, or behavior of someone who reflects his personal qualities to be able to distinguish itself with others (Taufik, 2020).

According to the Big Indonesian Dictionary, character is an inner nature that influences all thoughts, behavior, character and character possessed by humans or other living things. The Ministry of Education and Culture has formulated what values characterize students, including: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the motherland, (12) appreciate achievement, (13) friendly / communicative, (14) love peace, (15) likes to read, (16) social care, (17) responsibility (Nelliraharti, 2022, p. 65).

Character education according to Thomas Lickona in (Dalmeri, 2019, p. 271) contains three main elements, namely knowing the good, desiring the good, and doing the good. Character education does not only teach what is right and what is wrong to children, but more than that character education instills good habits so that students understand, are able to feel, and are willing to do good.

b. Industrial Revolution 4.0

The term Industrial Revolution 4.0 was introduced for the first time by Prof. Klaus Schwabs. In its development, the industrial revolution 4.0 provides challenges as well as impacts for the younger generation and the world of education in Indonesia. Developments emerge with the start of the digitization of the education system which directs every element in the education sector to be able to make adjustments to the rate of change that is occurring. One of the several examples is the learning system in the classroom that has utilized the internet access facility (Rohman & Muhid, 2022, p. 63).

Learning with internet technology makes students more active, students can interact directly with fellow students, as well as with experts in their fields. According to Tilaar in (Priyanto, 2020, p. 84) that the learning process is not limited by the classroom, the teacher's role is as a facilitator, learning resources can be from anywhere, learning becomes a process of analyzing the information obtained.

Thus it can be concluded that the success of character education lies in the process of how students have noble character, empathy, honesty, courage, and good personality, which are supported by good cognitive and psychomotor mastery.

c. The Role and Values of Character Education in the Industrial Revolution 4.0

The implementation of character education in the current era is very important with the aim that the next generation of the nation has good behavior, morals and morals. Internal factors include instincts, habits, heredity, desires and conscience. While external factors include promiscuity, the influence of gadgets, the negative influence of television, the influence of the family, and the influence of the school (Hendayani, 2019, p. 190).

Therefore, it is necessary to have a guideline of values that will be taught to students in character education. Megawangi has compiled 9

pillars of character that must be taught to children, including: (1) love for God, (2) responsibility, (3) honesty, (4) respect, (5) affection, (6) confidence, (7) fairness, (8) humility, (9) tolerance (Atieka & Budiana, 2019, p. 335).

3. The Relevance of the Book of *Ta'lim Muta'allim* with Character Education in the Industrial Revolution 4.0

Education is not just a process of cultural transfer or transfer of knowledge but at the same time a process of transferring human values, with the aim of making people fear Allah in any era and at any time (Abdurahman Jemani & M. Afif Zamroni, 2020, p. 134).

The book of *ta'lim muta'allim* whose substance is very close to the values of the nation's character in the industrial 4.0 is still very relevant to be used as the basis and guideline for character education today. These character values include the following: (a) The value of goodwill is relevant to religious values, (b) deliberation is relevant to the values of tolerance, curiosity and democracy, (c) patience and steadfastness are relevant to religious values and moral values. Peace loving, (d) respect and service are relevant to the values of social care, (e) *istiqamah* is relevant to the values of independence and discipline values, (f) self support is relevant to the value of appreciating achievement, (g) noble ideals are relevant to discipline, creativity and responsibility, (h) hard work is relevant to the values of discipline, (i) trustworthiness is relevant to religious values and the value of appreciating achievement, (j) mutual advice is relevant to the values of friendship or communication, care for the environment, responsibility, love for the motherland, and social care, (k) Take lessons relevant to the values of reading, curiosity, independence and creativity, (l) the value of *wara'* is relevant to religious values and honesty value.

Apart from that, Al-Zarnuji also teaches that the purpose of education includes three aspects, namely: divinity, individuality, and society. In terms of the learning methods published by Al-Zarnuji in his book, they include two categories, namely: (1) methods that are ethical, including the intention to learn, (2) methods that are strategic, including how to choose lessons, choose teachers, choose friends and steps in learning (Waris, 2021, p. 84).

D. Conclusion

The industrial revolution is currently entering its fourth phase. The rapid development of science and technology has had a major impact on human life. Therefore a strong foundation is needed in the field of character education. Character education can develop a noble character (good character) from oneself by practicing and teaching moral values and making civilized decisions in dealing with God.

The book of *ta'lim muta'allim* is a classic and simple book that contains a lot of character values, where the character values in the book are still relevant to national character education which has been established by the

Ministry of National Education in the current 4.0 era. These values are still contextual to be applied to the current learning context (industrial era 4.0). These values are very enlightening for knowledge seekers or students, in the sense of encouraging them to continuously study with full seriousness (seriousness), passion and continue to develop the knowledge they need. he has obtained.

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