

Educating a Generation with Noble Morals: Implementation of the Book of Akhlakul Banin Volume 1 in Islamic Boarding Schools

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Abstract: *This study aims to analyze the implementation of the Akhlakul Banin book Volume 1 in the formation of the character of students in Islamic boarding schools. Islamic boarding schools have an important role as Islamic educational institutions that do not only focus on the scientific aspect, but also on the formation of noble morals. The Akhlakul Banin Book Volume 1 is one of the teaching materials used to instill moral and ethical values in students, with the hope of forming a generation with noble morals in accordance with Islamic teachings. This study uses a qualitative method with a case study approach. Data were collected through in-depth interviews with teachers and students, observations of the learning process, and documentation related to the use of the Akhlakul Banin book in Islamic boarding schools. The results of the study show that the Akhlakul Banin book has a significant role in shaping the character of students through structured and systematic learning. In addition, the application of moral values in everyday life in Islamic boarding schools strengthens the process of internalizing noble morals in students. In conclusion, the implementation of the Akhlakul Banin book Volume 1 in Islamic boarding schools is not only effective in forming Islamic character, but also plays a role in strengthening the culture of noble morals in the Islamic boarding school environment. This study recommends strengthening the method of teaching morals through this book to be more relevant to the challenges of the times and the needs of character education today.*

Keywords: *Akhlakul Banin, character, Islamic boarding schools*

Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi buku Akhlakul Banin Jilid 1 dalam pembentukan karakter santri di pondok pesantren. Pondok pesantren memiliki peran penting sebagai lembaga pendidikan Islam yang tidak hanya menitikberatkan pada aspek keilmuan saja, tetapi juga pada pembentukan akhlak mulia. Buku Akhlakul Banin Jilid 1 merupakan salah satu bahan ajar yang digunakan untuk menanamkan nilai-nilai moral dan etika kepada santri, dengan harapan dapat membentuk generasi yang berakhlak mulia sesuai dengan ajaran Islam. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam kepada guru dan santri, observasi terhadap proses pembelajaran, dan dokumentasi terkait pemanfaatan buku Akhlakul Banin di pondok pesantren. Hasil penelitian menunjukkan bahwa buku Akhlakul Banin memiliki peran yang signifikan dalam membentuk karakter santri melalui pembelajaran yang terstruktur dan sistematis. Selain itu, penerapan nilai-nilai moral dalam kehidupan sehari-hari di pondok pesantren memperkuat proses internalisasi akhlak mulia pada santri. Kesimpulannya, implementasi buku Akhlakul Banin Jilid 1 di pondok pesantren tidak hanya efektif dalam membentuk karakter Islami, tetapi juga berperan dalam memperkuat budaya akhlak mulia di lingkungan pondok pesantren. Penelitian ini merekomendasikan penguatan metode pengajaran akhlak melalui buku ini agar lebih relevan dengan tantangan zaman dan kebutuhan pendidikan karakter saat ini.

Kata kunci: Akhlakul Banin, karakter, pondok pesantren

Introduction

Islamic boarding schools are the oldest educational institutions in Indonesia that have played an important role in shaping the character of the younger generation through Islamic education. Islamic boarding schools not only function as centers for teaching religious knowledge, but also as places to foster the morals and ethics of students. One of the main challenges of education in Islamic boarding schools today is how to form a generation that is not only intellectually intelligent, but also has noble morals in accordance with Islamic teachings. Strong moral education is essential in facing the challenges of the modern era, where morality and ethics are often marginalized by technological developments and rapid social change.

The *Banin Akhlakul Book Volume 1* is one of the books that is often used as the main reference in moral learning in Islamic boarding schools. This book contains teachings regarding ethics, morality and good behavior that must be possessed by every Muslim, especially the younger generation. The book *al-akhlaq lilbanin* explains about morals or procedures for behaving, acting and socializing with society, where a child or teenager is taught to respect family, friends and everyone who interacts with him. (Cahya et al., 2016) The use of this book in Islamic boarding schools aims to instill good moral values, such as politeness, honesty, responsibility, and respect for parents and teachers. Thus, the *Akhlakul Banin* book has a strategic role in shaping the character of students so that they can become individuals with noble morals and behave well in everyday life. However, the implementation of the *Akhlakul Banin* book in moral education in Islamic boarding schools still faces various challenges, especially in terms of adapting effective learning methods that are relevant to the needs of the times. In addition, not all Islamic boarding schools apply the teaching of this book with the same approach, so that there is variation in the results of moral education in various Islamic boarding schools.

This study aims to analyze the implementation of the *Akhlakul Banin* book Volume 1 in Islamic boarding schools and to see its impact on the formation of the character of students. By examining more deeply how this book is used and implemented, it is hoped that a more effective way can be found in educating a generation with noble morals through Islamic boarding school education.

Research methods

This study uses a qualitative approach, is a naturalistic study because the research is conducted in natural conditions (natural setting) often also called the ethnographic method. The selection of samples in this study was carried out using purposive sampling techniques or called judgment sampling is a deliberate choice of participants because of the qualities they have. (Etikan, 2016). The sample taken in this study were the administrators of the Raudlatut tholibin leteh Rembang Islamic boarding school, male students. By taking key informants (key

information). Key informants are people who have extensive knowledge and can provide valuable data.(Musianto, 2002). In this study, the primary data source was obtained from the administrators of the Islamic boarding school, as well as students of the Raudlatut Tholibin Leteh Rembang Islamic boarding school. In this study, the researcher obtained secondary data from the existing document search. The things that need to be considered when collecting data are creating a good relationship between researchers and data sources. This is related to the data collection techniques that will be used, for example observation, interviews or observation.(Muhlisin, Muhyani, 2019).

Results and Discussion

As an effort to collect data, researchers conducted direct interviews with several informants who were considered to have the capacity, understanding, and were directly involved in the learning activities of the Islamic boarding school. The informants consisted of MADIN (Madrasah Diniyah) teachers and non-Madin students. In addition to in-depth interviews, data collection was also carried out through direct observation at the Raudlatut Tholibin Islamic boarding school.

The research results obtained by the researcher found that the role of educational technology and the ability of madin teachers in implementing pesantren learning are suitable for instilling good moral values, such as politeness, honesty, responsibility, and respect for parents and teachers.

1. Learning the Book of Akhlaq Lil Banin Chapter I at the Raudlatut Tholibin Leteh Rembang Islamic Boarding School.

Implementation of Learning

The book of Akhlaq Lil Banin is one of the most basic books of morals for moral education for students who are new to studying at Islamic boarding schools or are still in their teenage years, because this book explains several morals that are worthy of being used as examples by students.(ANAM, 2021). The book of akhlaq lil banin which contains about moral education, such as good attitudes and behavior for children, the manners of a child in seeking knowledge, exemplary stories, and other commendable morals. In this book of akhlaq lil banin, many methods of stories and advice are used. The stories presented are fictional stories that are used to chronologically tell an event, and the goal is to be able to show the good and bad impacts to students about a behavior. Thus, students can easily emulate and apply the values of this character education in their daily lives. The learning of the book of akhlaq lil banin is led by Ustadz Una Muchammad. The implementation of the learning of the book of akhlaq lil banin at the Raudlatut Tholibin Islamic boarding school is carried out once a week, namely every Friday night Saturday in the main hall of the Raudlatut Tholibin boarding school, with a duration of about 60 minutes (19.15 to 20.15). The implementation of learning the book Akhlaq lil banin is divided into three important stages, which consist of:

Preparation Stage

A good preparation stage is the beginning of the success of the implementation of learning, therefore before learning the ustadz must prepare the teaching materials well and also prepare strategies, methods, tools, and other supporting media. In preparation for learning the book of akhlaq lil banin at the Raudlatut Tholibin Islamic boarding school, the ustadz only prepared the book, after that continued by preparing the physical and mental conditions of the students so that they were ready to follow the learning, such as providing motivation or enthusiasm to refresh the students' memories related to the material that had been delivered, or it could be done by starting to pray before learning began. This has been customary before learning the book is carried out. However, in implementing learning, the Islamic boarding school does not apply to create learning tools such as RPP, Prota, or Promes.

Implementation Stage

This stage can also be called the core stage, because the material will be delivered by the ustadz by applying methods or strategies that can attract the attention of the students. In learning the book of akhlak lil banin, the ustadz becomes the only source of learning who plays a full role in providing knowledge and answering questions from the students. The ustadz reads the book while the students listen while interpreting the accent of each book.

The use of learning methods is also important to implement, in order to help implement effective and efficient learning. Learning methods are techniques for presenting teaching materials used by teachers when presenting lessons, either individually or in groups.(Siregar, 2021). Referring to the data findings from the previous sub-chapter, the method used in learning the akhlaq lil banin book at the Raudlatut Tholibin Islamic boarding school is the lecture method. By using the lecture method, students find it easier to understand what the ustadz is saying, then the ustadz uses the memorization method, the advantage of this memorization method is that students find it easier to reinforce the core of the material. Based on this explanation, the process of implementing the learning of the akhlaq lil banin book at the Raudlatut Tholibin Leteh Rembang Islamic boarding school can run smoothly because the method used has been effectively applied in the learning.

Closing Stage

The last step in every learning process is evaluation. This evaluation is carried out to measure the extent to which the students can master the material that has been delivered by the ustadz in learning the book of akhlaq lil banin. This evaluation is part of the learning process which includes activities to obtain, analyze, and interpret the activities and learning outcomes of students that have been carried out systematically and continuously so that they can be used as a basis for improving learning in the future.

The evaluation system applied in Raudlatut Tholibin Islamic boarding school is carried out with a daily assessment stage. This daily assessment is carried out after

each lesson is finished, namely the ustadz gives questions related to the material that has been studied previously. The goal is to instill deeper moral knowledge in the souls of students so that when the learning is finished, students can apply it in their daily lives.

2. Concept of Implementing Character Education Values in the Book of Akhlaq Lil Banin

The book of akhlaq lil banin which contains the values of character education is the work of Sheikh Umar Bin Ahmad Baradja which is one of his works in the field of moral education. This book has been widely studied and reviewed by religious scholars. This book of akhlaq lil banin is almost used in various Islamic boarding schools, even since the 1950s this book has been made a mandatory book not only for Islamic boarding schools, but also in madrasas. The following are the values of character education explained in the book of akhlaq lil banin:

Morals Towards Allah SWT

According to Imam Ghazali, love for Allah SWT is the ultimate goal of human life, he advised us not to die before loving Him. For to Him everyone returns after death. The more people love Allah in their lives, the greater their joy will be in the afterlife when they meet Him. The greater the influence of a charity in forming love for Allah, the higher the moral value of the action (M. Abdul Quasem, (1975))

Morals Towards the Prophet

In the book of morals lil banin volume I, Sheikh Umar Bin Ahmad Baradja explains that just as it is an obligation to glorify Allah, it is also obligatory to glorify the Prophet Muhammad SAW, to love him with all his heart, so that his love exceeds the love for his parents and himself. Because the Prophet Muhammad SAW taught the religion of Islam, humans can know Allah and know good and bad things. So it is obligatory for a child to have morals towards Rasulullah SAW (Baradja).

Morals Towards Father and Mother

Sheikh Umar Bin Ahmad Baradja mentioned to be kind to the mother first, because the hardship of a mother in caring for and educating a child is greater than a father. In his book, Sheikh Umar Bin Ahmad Baradja advises children to always be obedient and compliant to their mother by always making the mother's heart happy, always smiling in front of her, asking permission by kissing her hand every time they want to leave the house, and praying that the mother will always be given a long life and be healthy and well.

Morals towards Siblings and Relatives

Sometimes family or kinship ties are broken off due to, for example: disputes, differences of opinion, inheritance disputes, differences in social status, differences in position, and arrogance. In response to this, Imam Ghazali advised that relatives should not be neighbors, because quarrels over rights that often arise

between neighbors sometimes continue to the point of severing ties. (M. Abdul Quasem, (1975))

This problem can be prevented and fixed if we realize that the degree and position of humans before Allah are the same, the only difference is their piety, therefore through the advice of Sheikh Umar Bin Ahmad Baradja, children are trained to develop moral education values from an early age so that brotherly relationships are harmonious.

Morals Towards Teachers

In this book of akhlaq lil banin, Sheikh Umar Bin Ahmad Baradja explains about good morals towards teachers that must be done by a student, the polite attitude of students is done by respecting their teachers as they respect their parents, sitting and speaking politely, not interrupting the teacher. In addition, if students want to be loved by their teachers, they must obey the rules at school or Islamic boarding school, understand all lessons, maintain memorization, apart from all that, a student's obligation is to study. Children who study diligently usually value time. That way they will be loved by their teachers.

Morals Towards Friends

The values of doing good to friends are numerous, namely advising each other in goodness, helping each other in learning, and loving each other. Imam Ghazali also paid attention to how children make friends, he gave advice to be careful in choosing friends, such as paying attention to the piety and character of friends.

3. Appreciation of Character Education Values in Learning the Book of Akhlaq Lil Banin in the Formation of the Character of Students

The ultimate goal of learning this akhlaq lil banin book is to form a true Muslim personality in the students. In the Islamic boarding school environment, the people who are most responsible for realizing this are the asatidz in the Islamic boarding school environment, because they are the substitutes for the parents of the students.

Judging from the results of observation, interviews, and documentation, researchers can conclude that there is a change in the behavior of students after participating in the learning of the book Akhlaq lil Banin. It is seen that students when they meet their ustadz will immediately kiss the ustadz's hand while bowing their bodies, which means that the students respect their ustadz. But there are also some students who immediately pass by the ustadz without kissing his hand. In addition, a humble nature is also seen when there are students who bow their heads, are friendly, and smile when they see their ustadz walking in the middle of them.

Based on the observation results above, it can be concluded that not all students practice what they have learned in the book of akhlaq lil banin, because there are still some students who are not civilized to their ustadz/ustadzah, do not love friends who are younger than them, and there are still some students who say rude things. As a teacher, namely someone who is a role model and example for

students at the Raudlatut Tholibin Leteh Rembang Islamic Boarding School, you must always be able to be a good example and be able to advise students who are still lacking in morals, for that the ustadz/ustadzah must always try to give the best and be a good role model in their attitudes and actions. From the explanation above, it can be seen that the process of learning morals using the book of morals for the younger generation at the Raudlatut Tholibin Leteh Islamic Boarding School in Rembang is very beneficial for students, especially male and female students in the early stages of forming their morals for their daily lives, whether interacting with fellow friends, those who are younger, or older or those who are older than them.

The book of akhlaq lil banin which contains the values of character education is the work of Sheikh Umar Bin Ahmad Baradja which is one of his works in the field of moral education. This book has been widely studied and reviewed by religious scholars. This book of akhlaq lil banin is almost used in various Islamic boarding schools, even since the 1950s this book has been made a mandatory book not only for Islamic boarding schools, but also in madrasas.

Conclusion

Based on theoretical and empirical discussions of the results of the study of the appreciation of character education values in the learning of the book of akhlaq lil banin in the formation of the character of students at the Raudlatut Tholibin Leteh Rembang Islamic Boarding School, the author can provide an understanding and conclusion as follows: The study of the book of akhlaq lil banin at the Raudlatut Tholibin Leteh Rembang Islamic Boarding School involves the use of several learning methods, namely

- 1) Bandongan, this method is a teaching method where the teacher reads, translates and explains.
- 2) Lecture, this method is the most important method in the Raudlatut Tholibin Leteh Rembang Islamic boarding school environment, because this method makes students quickly understand the material of the book of akhlaq lil banin. The teaching system is that students only listen and pay attention to the direct explanation from the ustadz who is teaching.
- 3) Memorization, this method is used so that students can memorize the materials that have been studied. The teaching system is by the ustadz giving students 10 minutes to memorize the material that has been studied, then after 10 minutes there will be several representatives from male students and male/white students who come forward to appear to read their memorization.

Sheikh Umar bin Ahmad Baradja explained that instilling morals in children from an early age is very important, because the roots of morals when they are adults begin with early planting. Sheikh Umar bin Ahmad Baradja also explained by giving an example of the existence of a bent branch but the tree is already big and its branches are thick. Which means an example of a child who does not have morals

since childhood, then it is impossible for him to have morals when he is older. In the book of *Akhlaq Lil Banin*, it is explained in detail about morals towards Allah SWT, Rasulullah SAW, parents, siblings, relatives, servants, neighbors, teachers, friends, and the surrounding environment. The appreciation of the values of character education at the Raudlatut Tholibin Leteh Rembang Islamic boarding school goes through several stages, especially in the formation of the character of students. These stages are through moral learning activities under the auspices of the *ma'hadiyah*, programmed activities under the auspices of this *ma'hadiyah* to practice what has been learned by the students, the exemplary behavior of the leaders of the pondok and families who are used by the students as examples in behaving in everyday life, and the implementation of rules to regulate and maintain order and security in the *pesantren* environment. The indication of the success of the stages of experiencing the values of character education lies in the daily routine of the students carrying out their activities sincerely and not feeling burdened by the tasks.

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