



Ta'lim Muta'allim: Solutions for Forming the Ta'dzim Attitude of Generation Z Students towards Teachers

Mar'atul Azizah,¹ Akhmad Najibul Khairi Syaie²

STIT Al-Urwatul Wutsqo Jombang, Indonesia¹, Western Sydney University²

azizahstituw@gmail.com¹, a.syaie@westernsydney.edu.au²

Abstract: This research aims to describe Ta'lim Muta'alim learning in the formation of Ta'dzim attitudes and Ta'dzim attitudes of students towards teachers at Mts Nurul Iman Dempok Grogol Diwek Jombang. The method used in this research is a qualitative method with a case study research design. Data collection techniques in this research were carried out using observation, interviews, and documentation methods. Testing the validity of the data was carried out by extending observations, increasing persistence, triangulation, using reference materials, peer discussions, and member checks. Data analysis techniques use data reduction, data presentation, and verification. This research produces the conclusion (2). The Ta'lim Al-Muta'allim teacher's efforts in forming a student's attitude of ta'dzim towards teachers at MTs Nurul Iman Dempok Jombang were carried out by preparing Expository Learning Strategies (SPE) and Inquiry Learning Strategies (SPI). Using printed learning media based on the Bald Bible and Al-Muta'allim Ta'lim Translation, lecture, deductive, bandongan, and sorogan methods are used. The formation of students' ta'dzim attitudes is carried out using two patterns, namely habituation and modeling. Students' attitude towards teachers at MTs Nurul Iman Dempok Jombang is characterized by respecting knowledge and teachers. Please do not walk in front of the teacher or bend when walking in front of him. Obeying the teacher's orders, namely helping the teacher clean the school environment, reading waqia'ah before Duha prayers, praying Duha prayers in congregation, folding carpets, and participating in activities related to the madrasah's vision and mission. This research provides recommendations to educational institutions and practitioners regarding the potential for developing more effective learning approaches for forming ta'dzim attitudes in Generation Z students.

Keywords: *Al-Muta'allim Ta'lim Teacher, Ta'dzim Attitude, Generation Z Students*

Abstrak: Penelitian ini bertujuan untuk mendikripsikan pembelajaran Pembelajaran Ta'lim Muta'alim Dalam Pembentukan Sikap Ta'dzim dan Sikap Ta'dzim Siswa kepada Guru di Mts Nurul Iman Dempok Grogol Diwek Jombang. Metode yang digunakan dalam penelitian ini adalah metode kualitatif, dengan desain penelitian studi kasus. Teknik pengumpulan data dalam penelitian ini dilakukan dengan menggunakan metode observasi, wawancara dan dokumentasi. Uji keabsahan data dilakukan dengan perpanjangan pengamatan, meningkatkan ketekunan, triangulasi, menggunakan bahan referensi, diskusi teman sejawat dan member check. Teknik analisis data menggunakan reduksi data, penyajian data, dan verifikasi. Penelitian ini menghasilkan kesimpulan (2) Upaya guru Ta'lim Al- Muta'allim dalam pembentukan sikap ta'dzim siswa

kepada guru di MTs Nurul Iman Dempok Jombang dilakukan dengan menyiapkan strategi Strategi Pembelajaran Ekspositori (SPE) dan Strategi pembelajaran inkuiri (SPI). Menggunakan media pembelajaran berbasis cetak kitab gundul dan Terjemah Ta'lim Al-Muta'allim. Metode pembelajaran yang digunakan adalah metode ceramah, deduktif, bandongan dan sorogan. Pembentukan sikap ta'dzim siswa dilakukan dengan dua pola, yaitu pola pembiasaan dan modeling. Sikap ta'dzim siswa kepada guru di MTs Nurul Iman Dempok Jombang ditandai dengan siswa menghormati ilmu dan guru. Tidak berjalan di depan guru atau membungkung ketika berjalan di depannya. Mentaati perintah guru, yaitu membantu guru membersihkan lingkungan sekolah, ikut membaca waqia'ah sebelum sholat dhuha, sholat dhuha berjama'ah, melipat karpet dan mengikuti kegiatan-kegiatan yang berhubungan dengan visi-misi madrasah. Penelitian ini memberikan rekomendasi kepada lembaga pendidikan dan praktisi pendidikan tentang potensi pengembangan pendekatan pembelajaran yang lebih efektif dalam membentuk sikap ta'dzim pada siswa generasi Z.

Kata Kunci: *Guru Ta'lim Al-Muta'allim, Sikap Ta'dzim, Siswa Generasi Z*

Introduction

Education is a fundamental pillar in the formation of individual character and personality. In a world that continues to change and develop rapidly, education is crucial in directing the younger generation in a positive direction and contributing to society (Tantowi, 2022). Generation Z, which was born in the mid-1990s to early 2010s, is a generation group that grew and developed in a digital era that transcends geographical boundaries and information is easily accessible (Zis et al., 2021). Therefore, forming strong attitudes and character in this generation is becoming an increasingly complex challenge.

The development of technology and information, while providing various benefits and facilities in everyday life, also brings several negative impacts that cannot be ignored (Haqqi & Wijayati, 2019). Technological advances form a more individualistic, materialistic view of life and often ignore traditional and spiritual values (Rahmandani et al., 2018). Attitudes of respect and appreciation for sacred and religious things, such as ta'dzim in Islam, are often marginalized by the unlimited flow of information.

Ta'dzim has an essential meaning in Islam. It is an expression of reverence and reverence for God and all his manifestations in the world. The ta'dzim attitude teaches individuals to appreciate and respect living creatures, the environment, moral values and religious traditions (Harahap & Ahmad, 2020). This attitude plays a central role in forming a Muslim personality who is devout, has strong morality, and can maintain a balanced relationship between humans, nature, and God.

In the current information era, forming an attitude of ta'dzim in Generation Z is essential (Baehaqi, 2022). This generation has unlimited access to various sources of information, including values that conflict with tradition and religion (Rakhmah, 2021). When Generation Z students do not have a tandem attitude, various problems and negative impacts can arise, affecting their personal development, social relationships, and contribution to society and religion (Ramdani et al., 2021). Some of the problems that arise

due to a lack of ta'dzim attitude among Generation Z students are as follows: loss of spiritual and moral values, excessive individualism, lack of empathy and tolerance, lack of respect for the environment, increased emotional instability, low quality of social relationships and potential identity conflict. (Baihaqi & Hidayati, 2020).

Apart from that, recently, we have heard of many cases of students daring to abuse teachers. Physical violence against teachers by students is a serious offense and should not be tolerated. Such incidents can be caused by a variety of things, including emotional problems, lack of respect for authority, and poor discipline (*Student abuse of teacher to death in Madura "iceberg phenomenon,"* 2018). In Indonesia, there have been several cases of students attacking teachers, and the government has called for better training for teachers to handle such situations (brilio.net, t.t.).

Therefore, there is a need for a unique approach to education that can help them understand, internalize, and practice the attitude of ta'dzim in everyday life. One of the potentials of this approach is through the Ta'lim Muta'allim learning method (Firmansyah, 2021). This method teaches learning concepts from the learning process experienced by oneself and combines aspects of teacher learning with the active role of students as learners and teachers (Waluyo & Sani, 2019). By applying this method, students receive information passively and engage in reflection, discussion, and deep understanding of religious values and spirituality.

MTs Nurul Iman Grogol Diwek Jombang is an Islamic educational institution that shapes students' character and personality. Therefore, this research investigates the effectiveness of learning strategies, the role of learning media, and Ta'lim Muta'alim learning methods in forming students' ta'dzim attitudes towards teachers at MTs Nurul Iman. This research will involve an in-depth analysis of the implementation of this method in the educational environment, as well as the resulting impact in forming ta'dzim attitudes in students.

By examining the effectiveness of Ta'lim Muta'allim learning in forming ta'dzim attitudes in Generation Z students, this research has the potential to provide valuable insight to educational institutions and educators about the most appropriate approach in overcoming the challenges faced in forming the character of the younger generation. In addition, this research can provide practical guidance for teachers and other educational institutions in designing effective learning strategies that teach not only material but also spiritual and moral values that are important for students' holistic development.

Thus, this research is relevant in education in the current digital era. It is hoped that the results of this research will provide a valuable contribution to efforts to form a strong attitude of ta'dzim in Generation Z students, help them face the complexities of the modern world with a solid foundation of religious values, and encourage them to become responsible, empathetic individuals, and have a deep spiritual awareness.

Research methods

This research will use a qualitative case study approach (Sugiyono, 2017). This approach will enable researchers to understand profoundly and comprehensively the influence of Ta'lim Muta'allim learning on the formation of ta'dzim attitudes in Generation Z students. The research will be conducted at MTs Nurul Iman Grogol Diwek Jombang, the primary study environment. Research subjects are Generation Z students involved in learning Ta'lim Muta'allim, teachers who teach these subjects, and school administrative staff.

Data collection uses a. In-depth Interview: Interviews will be conducted with teachers, students, and administrative staff (Maimun, 2020). The interviews will include their views, experiences, and understanding of Muta'allim's Ta'lim learning and its impact on the formation of ta'dzim attitudes. b. Participatory Observation: Researchers will observe Ta'lim Muta'allim's learning in class directly. Observations will include teacher-student interactions, interactions between students, and classroom dynamics relevant to forming ta'dzim attitudes. c. Document Analysis (Emzir, 2014): Learning materials, lesson plans, class notes, and other related documents will be analyzed to understand the planning, implementation, and impact of Ta'lim Muta'allim's learning.

Qualitative data from interviews, observations, and document analysis will be analyzed using a content analysis approach. This analysis will identify patterns, themes, and relationships that emerge related to the formation of ta'dzim attitudes. The analysis results will be interpreted to develop a comprehensive picture of the relationship between Ta'lim Muta'allim learning and the formation of ta'dzim attitudes (Moeloeng, 2017). Conclusions will be made based on the findings found. Data validity testing uses data triangulation, comparing findings from various sources and data collection methods (Creswell, 2010). Reliability will be maintained through careful recording, systematic analysis, and accurate interpretation.

Results and Discussion

Learning Ta'lim Muta'alim In the Formation of Ta'dzim Attitudes

Every activity the teacher wants to carry out must have certain efforts in its implementation; this is done so that what has been planned can be realized or achieved optimally and according to what is expected. According to the Big Indonesian Dictionary (KBBI), effort is an activity that directs energy and thoughts to achieve a goal. Effort also means effort to achieve a goal, solve problems, and find a way out (Depdikbud, 2002: 1250). The progress of the learning process is influenced by the presence of a teacher who directly interacts with students in the classroom, and the teacher himself determines the success of a lesson. "It is the teacher who plays a vital role in making students understand and understand the lessons being taught." (Fathurrohman, 2012, p. 13).

To achieve learning goals, a teacher needs an effort in the learning process, including choosing and using appropriate learning strategies, methods, and media, as well as a pattern of forming a student's reverent attitude toward the teacher.

Here are the efforts of teachers in learning:

a. Learning strategies *Ta'lim Muta'alim* In the Formation of Ta'dzim Attitudes

The learning process will be achieved effectively and efficiently if the teacher plans and designs activities in the classroom well. These planning activities are designed to achieve specific educational goals as best as possible. Teacher Ta'lim Al-Muta'allim has a role in changing students' characters for the better. One is forming a student's attitude of ta'dzim towards the teacher. The use of appropriate strategies is essential to achieve learning objectives so that students are able to apply them in everyday life.

The strategy used by teacher Talim Al-Muta'allim at MTs Nurul Iman Dempok Jombang is the Expository Learning Strategy (SPE). Sometimes he also uses inquiry learning strategies (SPI). The statement above is based on Sanjaya's theory (2016: 126). Learning strategies are plans containing activities designed to achieve specific educational goals.

According to Sanjaya (2016: 179-255). An expository learning strategy is a learning strategy that emphasizes the process of delivering verbal material from a teacher to a group of students with the aim that students can master the subject matter optimally. Meanwhile, the Inquiry learning strategy is a series of learning activities that emphasize the process of thinking critically and analytically to search for and find answers to a problem in question. The thinking process is usually done through question and answer between the teacher and students.

Apart from that, there are several strategies carried out by the Ta'lim Muta'alim teacher at MTs Nurul Iman, namely, introduction to Islamic values. The Book of Ta'lim Muta'alim has many guidelines about ethics, morals, and manners in Islam. You can take these principles as a basis for teaching students about Islamic values that encourage an attitude of ta'dzim towards fellow humans, teachers, and knowledge (Waluyo & Sani, 2019). Second, positive behavior models. Teachers can model positive behavior in the classroom. Teachers can inspire students to respect others better through good actions, words, and attitudes (Prasetyo et al., 2019).

Third, Discussion and Reflection. After discussing specific parts of the Ta'lim Muta'alim Book, invite students to discuss and reflect on the meaning and application of the values taught in everyday life. This discussion can involve practical cases that are relevant to students' experiences. Fourth, role training. Through role plays or simulations, students can learn how to respect other people in various situations (Halifah, 2020). For example, students can act as teachers or as students who greet, say thank you or speak politely.

Fifth, Reading and Reflecting. Invite students to read essential quotations from the Book of Ta'lim Muta'alim and reflect on their meaning. Discuss together how these principles can be applied in everyday life. Sixth, Inspirational Stories: Provide short stories or real examples that illustrate the respect and attitude of ta'dzim. These stories can be taken from the book itself or from other Islamic literature.

Forming a ta'dzim attitude involves theoretical learning, practical experience, and applying values in everyday life. Creativity in learning approaches can also help students become more involved and understand these concepts better.

b. Instructional Media *Ta'lim Muta'alim* In the Formation of Ta'dzim Attitudes

The media used in the learning process by the Ta'lim Al-Muta'allim teacher at MTs Nurul Iman Dempok Jombang uses print-based media, namely the bald book Ta'lim Al-Muta'allim, the translated book Ta'lim Al-Muta'allim and sometimes using the Book of Adabu Ta'lim Wal-Muta'allim written by Hadrotussyaikh KH. Hasyim Ay'ari is an additional reference to convey insight to children. While teaching, teacher Ta'lim Al-Muta'allim never used audio-visual media because time was limited and according to him, the characteristic of learning the yellow book was meaning.

Several learning media are used to form an attitude of ta'dzim (respect) in students through learning from the Book of Ta'lim Muta'alim at MTs Nurul Iman Dempok Jombang. First, Multimedia Presentations. Create a multimedia presentation that combines text, images, and audio about the concepts of respect and morals taught in the Book of Ta'lim Muta'alim (Arnada & Putra, 2018). For example, using a presentation platform like Microsoft PowerPoint or Google Slides. Second, Learning Videos. Make a short video explaining the values of respect and morals in the Book of Ta'lim Muta'alim. This video can be an animation, video clip, or speaking presentation with a straightforward narrative (Priyatmoko, 2017). Third, recording of lectures or discussions. Record lectures or discussions about essential concepts from the Book of Ta'lim Muta'alim. Students can listen to and learn from discussions between teachers or experts about applying respect values in everyday life.

Fourth, educational games. Creating board-based educational games or applications that involve students in understanding and applying the values of respect (Arifin et al., 2022). For example, board games that teach how to greet, speak politely, or respect teachers. Fifth, Educational Social Media: Use social media platforms to share quotes and illustrations illustrating respect's value. You can create exciting quotes or illustration images and share them via Instagram, Twitter, or other social media platforms (Nasution, 2020).

The statement above is based on Sanjaya's theory (2016: 163), which states that learning media are all tools and materials used to achieve educational goals, such as radio, television, books, newspapers, magazines, etc. According to Arsyad (2014: 85). The most commonly known print-based learning materials are textbooks, guidebooks, journals, papers, and loose sheets.

c. Learning methods *Ta'lim Muta'alim* In the Formation of Ta'dzim Attitudes

During the teaching and learning process, Ta'lim Al-Muta'allim MTs Nurul Iman Dempok Jombang teachers often use the lecture method because it is easier to implement, and students also accept it easily. The application is, after reading the meaning of pigeon, then explaining it using the lecture method. If material requires examples or forms of application, the teacher uses the deductive method. So, two methods are used: the lecture and the deductive methods.

First, Lecture and Explanation Method. Using the lecture method to explain the concepts of respect and morals taught in the Book of Ta'lim Muta'alim (Adib, 2021). The lecture method is delivered clearly and relevantly and can be understood by

students. Then, include real examples and inspirational stories to illustrate the application of these values.

Second, Group Discussion. Divide students into small groups to discuss concepts from the Book of Ta'lim Muta'alim (Husna, 2018). Invite them to discuss how the values of respect can be applied in everyday life and how they can put them into practice. Third, the Case Study method. Providing real case studies involving situations where students must show respect and good morals (Ikhwan, 2017). Then, discuss how they will handle the situation based on the teachings of the Ta'lim Muta'alim Book.

Fourth method *Playing*. Using role-playing, where students act as various characters in situations that demand respect and good morals (Marselina, 2018). This can help students understand practically how to apply these values in social interactions. Fifth, Debate Method. Hold debates in class about issues related to respect and morals (Supratmi & Safitri, 2011). Students can debate different points of view and reflect on the ethical implications of their arguments.

The statement above is based on Sanjaya's theory (2016: 147), which states that a method is a method used to implement plans that have been prepared in actual activities so that the goals that have been prepared are achieved optimally. So, learning methods mean various methods or a set of methods or paths that teachers carry out and systematically carry out learning efforts that have been processed.

Apart from the two methods above, teacher Ta'lim Al-Muta'allim also uses the bandongan and sorogan methods characteristic of yellow book learning.

1) Bandongan method

The method used in delivering learning about the book Ta'lim Al-Muta'allim at MTs Nurul Iman Dempok Jombang is the bandongan method where the teacher reads. At the same time, the students give meaning to their respective books. The bandongan method was chosen as the primary method for teaching the book Ta'lim Al-Muta'allim because the teaching hours for the book are limited, namely 40 minutes, and it is only taught once a week.

As the statement above is by the theory of Umiarso (2011: 39). Which states that the Bandongan method, often also called the wet method, is that the kai (teacher) reads a book at a particular time and the santri (students) bring the same book. The students (students) listen and listen to the kyai (teacher)'s reading. In practice, this method emphasizes obedience to the kyai (teacher). Santri (students) are fully supervised by kyai (teachers), this method emphasizes the aspect of changing attitudes (morals) after the students understand the contents of the book read by the kyai.

2) Sorogan method

The Ta'lim Al-Muta'allim teacher at MTs Nurul Iman Dempok Jombang, sometimes also uses the sorogan method by asking students to come forward one by one to read their respective books which have been interpreted. The goal is for children to read Arabic writing fluently.

As the statement above is by the theory of Umiarso, (2011: 38). Which states that the Sorogan method is a method in which students submit a book to the kyai to read in front of the kyai. If there are mistakes in reading and understanding, then the mistakes are immediately corrected by the kyai (teacher). Santri (students) must master the reading and translation correctly and can only receive additional lessons if they have studied the previous lessons repeatedly. Recitation clerics at this level always emphasize quality.

Ta'dzim Attitude of Students towards Teachers at Mts Nurul Iman Dempok Grogol Diwek Jombang

The attitude of ta'dzim (respect) of students towards teachers at MTs Nurul Iman Dempok Grogol Diwek, Jombang can reflect the school culture and norms and values instilled in the educational environment. However, I do not have specific information regarding the current school situation and culture at MTs Nurul Iman Dempok Grogol Diwek, Jombang.

a. Honoring Knowledge and Teachers

MTs Nurul Iman Dempok Jombang students already have a better attitude of ta'dzim towards teachers than before, one of which is demonstrated by the students' polite attitude towards their teachers, such as respecting knowledge and teachers, not walking in front of the teacher or bending over when walking in front of him, and obeying the teacher's orders. Even though some students do not yet have a ta'dzim attitude towards teachers, most MTs Nurul Iman Dempok Jombang students already have a ta'dzim attitude towards their teachers.

The Book of Ta'lim Muta'alim emphasizes the importance of science and knowledge to get closer to Allah. Valuing knowledge helps students to appreciate the values of education and self-development. Honoring knowledge and teachers teaches students to be humble and admit they always have something to learn from others.

The book Ta'lim Muta'alim teaches that teachers are a source of knowledge that must be respected. A ta'dzim attitude towards teachers helps students realize the critical value that teachers bring to their lives. Respecting science and teachers helps form students' ethical character (Mulyasana, 2019). It teaches values such as respect, politeness, conscientiousness, and humility.

Students who understand the importance of knowledge and respect teachers tend to be more motivated to study diligently and strive to achieve more profound knowledge. A ta'dzim attitude towards teachers and knowledge creates a positive school learning environment (Harahap & Ahmad, 2020). This supports better collaboration between teachers and students and fellow students. Polite attitudes and respect for teachers and knowledge help students develop good social ethics. This will positively impact their interactions with others inside and outside school (Zakaria, 2016). An attitude of respect for knowledge and teachers helps shape students into individuals who are responsible and have high morals, who are expected to become good leaders in society.

In practicing the Book of Ta'lim Muta'alim, students need to understand the values of respect for knowledge and teachers and apply them in real action. This will help shape students' solid and moral character and prepare them to face life's challenges with a sincere attitude of ta'dzim.

b. Students Do not Walk in Front of the Teacher

Students at MTs Nurul Iman Dempok Jombang, when they meet the teacher, greet and kiss his hand, students do not go ahead of the teacher when walking, but when the students are in a hurry, the students walk while bowing their heads and say Excuse me. Moreover, when the student is about to leave, he greets him by kissing his hand, then says hello and walks without turning his back to the teacher. Not walking in front of the teacher also applies when a student is riding a motorbike and there is a teacher in front of him so the student does not overtake the teacher in front of him.

Not walking in front of the teacher is an action that shows deep respect for the science and knowledge represented by the teacher (Munsi, 2020). This is a way of respecting the higher position and knowledge held by the teacher. Walking before the teacher can disrupt their concentration and focus in carrying out their duties. By not walking in front of the teacher, students help create an environment that is calm and conducive to learning. Ta'dzim attitudes, such as not walking in front of the teacher, help create a harmonious and respectful relationship between students and teachers, which supports more effective learning (Al-Ayubi, n.t.).

By not walking in front of the teacher, students can get used to always paying attention to ethics and social norms when interacting with anyone, not just teachers. By not walking in front of the teacher, students can respect the teacher's position and the knowledge they represent. This is the practice of good etiquette in the school environment and helps form strong character and ta'dzim attitudes in everyday life.

c. Students obey teacher's orders as long as they do not conflict with religion

MTs Nurul Iman Dempok Jombang students obey the teacher's orders as long as they do not conflict with religion, which is demonstrated when students obey the rules implemented at school. For example, students take part in Duha prayer activities, wear neat clothes such as uniforms according to their schedule, skullcaps, belts, and foundation headscarves, do not smoke in the school environment, wear shoes, and take part in activities related to the madrasah's vision and mission. Students also obey teacher orders when the teacher asks students to clean the school environment and help prepare an event.

The importance of students obeying teacher orders as long as they do not conflict with religion is a value explained in the Book of Ta'lim Muta'alim (Al Hadiq, 2022). The practice of these values helps shape the character of students who are obedient, respect authority, and have a balance between obedience to teachers and religious principles.

Obeying the teacher's orders shows students' obedience to knowledge and education. This reflects an appreciation for the learning process and the teacher's efforts in providing knowledge (Nasifah, 2020). Practicing obedience to teacher orders helps students respect the teacher's authority as a figure with more excellent knowledge and

experience. Obedience to teacher orders helps students learn responsibility, discipline, and self-regulation, which are very important in everyday life.

The book *Ta'lim Muta'alim* teaches the importance of respect for teachers and authority. As long as the teacher's orders do not conflict with religion, practicing obedience to the teacher is also a form of respect for religious values (Rahman, 2020). Obeying teacher orders helps students avoid mistakes, conflicts, and undesirable situations. This can create a more harmonious school environment (Darmiyati Zuchdi, 2023). Practicing obedience to teacher orders teaches students to be responsible for their actions and decisions and develops a sense of responsibility for their actions. By obeying the teacher's orders as long as they do not conflict with religion, students learn to respect knowledge, develop good character, and have a solid *ta'dzim* attitude towards teachers, knowledge, and the religious values they adhere to.

d. Greet politely.

MTs Nurul Iman Dempok Jombang students get used to greeting politely when entering and leaving the classroom and interacting with teachers in the school area. Greeting politely is a sign of respect for others. This helps students build good relationships with teachers, classmates, and other school staff. A polite attitude in greeting creates a positive and friendly atmosphere in the school environment (Agustina, 2019). Students will carry these polite attitudes beyond the school environment, helping them develop solid social etiquette in their daily interactions with others outside of school. A polite attitude in greeting teaches students to respect the diversity of cultures and backgrounds in the school environment.

e. Using Polite Language.

MTs Nurul Iman Jombang students are taught to speak politely and respectfully when talking to teachers as a practice of the book *Ta'lim Muta'alim*. Using polite language is a form of respect for other people. This reflects good ethics and teaches students to respect teachers, classmates, school staff, and others in the surrounding environment.

Polite language allows for more effective and clear communication. Students learn to convey messages in a way that is more structured and easily understood by others (Hope et al., 2022). Besides that, polite language helps students convey their thoughts and views more clearly, thereby increasing understanding between students and teachers. Polite language is a valuable skill in the real world. Students who are accustomed to using polite language will be better prepared to interact in various situations, including in the world of work and everyday life (Suprayitno & Wahyudi, 2020). Using polite language teaches important moral values, including respect, tolerance, and empathy for other people.

Teaching students to use polite language is about teaching manners forming good individuals, and equipping them with essential communication skills throughout life (Ariningsih & Amalia, 2020). The student's attitude of *ta'dzim* towards the teacher is not only formal but also includes sincere appreciation for the knowledge and teaching provided by the teacher. This culture of respect can be built through cooperation

between schools, teachers, and students and positive examples shown by all parties in the school environment.

Conclusion

Al-Muta'allim Ta'lim Learning in Forming Students' Ta'dzim Attitude towards Teachers at MTs Nurul Iman Dempok Grogol Diwek Jombang includes the following learning strategies: 1). Introduction to Islamic values. The Book of Ta'lim Muta'alim has many ethical, moral, and manners guidelines (Islam; 2). Model positive behavior. Teachers can model positive behavior in the classroom; 3). Discussion and Reflection. After discussing specific parts of the Book of Ta'lim Muta'alim, invite students to discuss and reflect on the meaning and application of the values taught in everyday life, 4). Role Training. Through role plays or simulations, students can learn how to respect other people in various situations, 5). Reading and Reflecting. Invite students to read essential quotations from the Book of Ta'lim Muta'alim and reflect on their meaning, 6). Inspirational Stories: Provide short stories or real examples that illustrate the respect and attitude of ta'dzim. Learning media used in teaching the First Book of Ta'lim Muta'alim, Multimedia Presentations, Learning Videos, Recordings, Educational Games, and Educational Social Media. Meanwhile, the learning methods used in teaching the Book of Ta'lim Muta'alim are Multimedia Presentations, Learning Videos, Recorded Lectures or Discussions, Educational Games, and Educational Social Media. The Ta'dzim attitude of students towards teachers at MTs Nurul Iman Dempok Grogol Diwek Jombang consists of an attitude of respecting knowledge and teachers, and students do not walk in front of the teacher, students obey the teacher's orders as long as they do not conflict with religion, give greetings politely and use polite language.

The scientific contribution of this research is to show that a learning approach that focuses on Islamic ethics, morals, and manners, as well as the use of various learning strategies and media, can successfully form students' ta'dzim attitudes towards teachers. This approach emphasizes the importance of Islamic values in students' daily lives and provides a strong foundation for positive character development.

A limitation of this research is that the information provided does not include empirical data that measure the long-term impact of Ta'lim Al-Muta'allim learning on students' attitudes towards teachers after they leave school. Further research is needed to understand how these learning influences continue in students' lives outside the school environment. In addition, the results of this study may have limitations in generalizability, as the impact may vary depending on the context and student characteristics. Therefore, further research with a larger population may be needed to confirm these findings more broadly.

Bibliography

Adib, A. (2021). Metode pembelajaran kitab kuning di Pondok Pesantren. *Jurnal Mubtadiin*, 7(01), 232–246.

Agustina, N. E. (2019). Implementasi Program Sekolah Berbasis Ramah Anak untuk Meningkatkan Nilai Panca Karakter Siswa. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 4(2), Article 2. <https://doi.org/10.17977/um027v4i22019p079>

Al Hadiq, A. (2022). *Pembentukan sikap Ta'dzim Santri kepada Kyai Melalui Pengajian Kitab Ta'lim Muta'alim di Pondok Pesantren Al-Barokah Mangunsuman Ponorogo*. IAIN PONOROGO.

Al-Ayubi, S. (t.t.). *Relasi Guru Dengan Murid Dalam Kitab "Adabul Insan" Karya Habib Utsman Bin Abdullah Bin Aqil Bin Yahya*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

Arifin, M., Syahptra, H., SIP, M., & Ismail Hanif Batubara, S. P. I. (2022). *Media Pembelajaran Berbasis ICT*. umsu press.

Ariningsih, I., & Amalia, R. (2020). Membangun Karakter Siswa Melalui Pembelajaran Matematika Yang Berintegrasi Keislaman. *Journal on Teacher Education*, 1(2), Article 2. <https://doi.org/10.31004/jote.v1i2.511>

Arnada, E. Z., & Putra, R. W. (2018). Implementasi Multimedia Interaktif Pada Paud Nurul Hikmah Sebagai Media Pembelajaran. *IDEALIS: InDonEsiA Journal Information System*, 1(5), Article 5.

Baehaqi, M. A. (2022). *Pesantren Gen-Z: re-aksentuasi nilai moderasi beragama pada lembaga pendidikan*. Deepublish.

Baihaqi, M., & Hidayati, B. M. R. (2020). Pengaruh Pengajaran Kitab Ta'limul Muta'allim Terhadap Perilaku Tadzim Peserta Didik. *Indonesian Journal of Humanities and Social Sciences*, 1(1), Article 1. <https://doi.org/10.33367/ijhass.v1i1.1317>

brilio.net. (t.t.). *7 Faktor penyebab siswa berlaku tak pantas terhadap gurunya*. Brilio.Net. Diambil 15 Agustus 2023, dari <https://www.brilio.net/creator/7-faktor-penyebab-siswa-berlaku-tak-pantas-terhadap-gurunya-cd05df.html>

Creswell, J. W. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif dan Mixed*. Pustaka Pelajar.

Darmiyati Zuchdi, E. D. (2023). *Humanisasi pendidikan: Menemukan kembali pendidikan yang manusiawi*. Bumi Aksara.

Emzir. (2014). *Metodologi Penelitian Kualitatif: Analisis Data*. PT Raja Grafindo.

Firmansyah, F. A. A. (2021). Pembentukan Sikap Ta'zīm Peserta Didik kepada Guru Pasca Pembelajaran Ta'lim Al-Muta'allim di Tingkat Madrasah Ibtidaiyah. *AKSELERASI: Jurnal Pendidikan Guru MI*, 2(2), Article 2. <https://doi.org/10.35719/akselerasi.v2i2.98>

Halifah, S. (2020). Pentingnya Bermain Peran Dalam Proses Pembelajaran Anak. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(3), Article 3. <https://doi.org/10.58258/jisip.v4i3.1150>

Haqqi, H., & Wijayati, H. (2019). *Revolusi industri 4.0 di tengah society 5.0: Sebuah integrasi ruang, terobosan teknologi, dan transformasi kehidupan di era disruptif*. Anak Hebat Indonesia.

Harahap, M., & Ahmad, M. (2020). Relevansi Tradisi Pondok Pesantren Dalam Membentuk Sikap Ta'dzim Santri di Pondok Pesantren Dar El-Himkah Kota Pekanbaru. *Jurnal At-Tarbiyyah: Jurnal Ilmu Pendidikan Islam*, 6(2), Article 2. <https://doi.org/10.54621/jiat.v6i2.184>

Harapan, E., Ahmad, S., & MM, D. (2022). *Komunikasi antarpribadi: Perilaku insani dalam organisasi pendidikan*. PT. RajaGrafindo Persada-Rajawali Pers.

Husna, M. A. (2018). METODE DISKUSI DALAM PEMEBELAJARAN KITAB KUNING KLASIK DALAM PENINGKATAN KETERAMPILAN MEMBACA. *Jurnal Progress: Wahana Kreativitas Dan Intelegualitas*, 6(2), Article 2. <https://doi.org/10.31942/pgrs.v6i2.2541>

Ikhwan, A. (2017). Metode Simulasi Pembelajaran dalam Perspektif Islam. *Istawa : Jurnal Pendidikan Islam*, 2(2), Article 2. <https://doi.org/10.24269/ijpi.v2i2.623>

Maimun, A. (2020). *Penelitian Studi Kasus Bidang Pendidikan Islam*. UIN Maliki Press.

Marselina, Y. (2018). *Layanan Bimbingan Kelompok Dengan Teknik Role Playing Untuk Meningkatkan Interaksi Sosial Pada Siswa Kelas Vii Mts Mathla'ul Anwar Bandar Lampung*. UIN Raden Intan Lampung.

Moeloeng, L. J. (2017). *Metodologi Penelitian Kualitatif*. PT. Remaja Rosdakarya.

Mulyasana, D. (2019). *Konsep Etika Belajar dalam Pemikiran Pendidikan Islam Klasik*.

Munsi, L. (2020). *Pemikiran Tasawuf Akhlaki dalam Kitab Adab al-'Alim wa al-Muta'allim karangan KH Hasyim Asy'ari*. Pasca Sarjana.

Nasifah, U. (2020). *Nilai-Nilai Pendidikan Karakter Menurut Al-Ghazali Dalam Kitab Ayyuha Al-Walad Dan Relevansinya Dengan Pendidikan Karakter Pada Anak Sekolah Dasar Di Era Digital*. IAIN KUDUS.

Nasution, A. K. P. (2020). INTEGRASI MEDIA SOSIAL DALAM PEMBELAJARAN GENERASI Z. *Jurnal Teknologi Informasi dan Pendidikan*, 13(1), Article 1. <https://doi.org/10.24036/tip.v13i1.277>

Penganiayaan murid terhadap guru hingga tewas di Madura "fenomena gunung es." (2018, Februari 5). BBC News Indonesia. <https://www.bbc.com/indonesia/indonesia-42949180>

Prasetyo, D., Marzuki, M., & Riyanti, D. (2019). Pentingnya Pendidikan Karakter Melalui Keteladanan Guru. *Harmony: Jurnal Pembelajaran IPS Dan PKN*, 4(1), Article 1. <https://doi.org/10.15294/harmony.v4i1.31153>

Priyatmoko, W. (2017). Pembuatan Video Animasi 2D Penyuluhan Tertib Berlalu Lintas di Polres Magelang Kota dengan Motion Graphic. *Journal Transformasi (Informasi dan Pengembangan Iptek)*, 13(1), 19–25.

Rahman, R. (2020). Reaktualisasi Nilai-Nilai Tasawuf Akhlāqi pada Pola Hubungan Pendidik dengan Peserta Didik dalam Pendidikan Islam. *JURNAL AL-QAYYIMAH*, 2(2), 84–97.

Rahmandani, F., Tinus, A., & Ibrahim, M. M. (2018). Analisis Dampak Penggunaan Gadget (Smartphone) Terhadap Kepribadian Dan Karakter (Kekar) Peserta Didik Di Sma Negeri 9 Malang. *Jurnal Civic Hukum*, 3(1), Article 1. <https://doi.org/10.22219/jch.v3i1.7726>

Rakhmah, D. N. (2021). *Gen Z Dominan, Apa Maknanya bagi Pendidikan Kita?* <https://pskp.kemdikbud.go.id/produk/artikel/detail/3133/gen-z-dominan-apa-maknanya-bagi-pendidikan-kita>

Ramdani, S., Tafsir, A., & Sukandar, A. (2021). Etika Pembelajaran Perspektif KH. Hasyim Asy'ari dalam Kitab Adabul 'Alim wal Muta'allim Serta Relevansinya terhadap Generasi-Z. *Edukasi: Journal of Educational Research*, 1(3), Article 3. <https://doi.org/10.57032/edukasi.v1i3.104>

Sugiyono. (2017). *Metode penelitian pendidikan: (Pendekatan Kuantitatif, Kualitatif dan R & D)*. Alfabeta.

Supratmi, N., & Safitri, H. (2011). Model Pembelajaran Telaah Yurisprudensi Pada Pembelajaran Keterampilan Berbicara Kritis Dengan Menggunakan Metode Debat Konfrontatif. *Jurnal Pendidikan*, 12(2), Article 2. <https://doi.org/10.33830/jp.v12i2.492.2011>

Suprayitno, A., & Wahyudi, W. (2020). *Pendidikan karakter di era milenial*. Deepublish.

Tantowi, H. A. (2022). *Pendidikan Islam di era transformasi global*. PT. Pustaka Rizki Putra.

Waluyo, A., & Sani, M. R. (2019). Konsep Pendidikan Akhlak Dalam Kitab Ta'lim Muta'allim Az-Zarnuji Dan Relevansinya Dengan Pendidikan Akhlak Di Indonesia. *Jurnal Tawadhu*, 3(2), Article 2.

Zakaria, I. (2016). Penanaman Sikap Sopan Santun Melalui Keteladanan Guru Di Smp Negeri 1 Buduran Kabupaten Sidoarjo. *Kajian Moral dan Kewarganegaraan*, 4(2). <https://doi.org/10.26740/kmkn.v2n4.p%p>

Zis, S. F., Effendi, N., & Roem, E. R. (2021). Perubahan Perilaku Komunikasi Generasi Milenial dan Generasi Z di Era Digital. *Satwika : Kajian Ilmu Budaya Dan Perubahan Sosial*, 5(1), Article 1. <https://doi.org/10.22219/satwika.v5i1.15550>