

STRATEGY FOR INTERNALIZATION OF THE VALUES OF THE BOOK OF ALALA IN DEVELOPING STUDENTS MORALS IN MADRASAH DINIYAH NURUL UMMAH PUTRI ISLAMIC BOARDING SCHOOL YOGYAKARTA

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ABSTRACT

Learning methods in teaching carried out by teachers are sometimes still not directed. Many students violate rules and norms, such as not respecting teachers and even considering teachers to be their own friends. Therefore, the study of the previous references solved this problem. The focus of this research is what values are contained in the Alala book. What is the strategy for internalizing the values of the Alala book in fostering the morals of students. This research uses a qualitative descriptive research type. Collecting data using the method of observation, interviews, and documentation. The data analysis methods are data collection, data reduction, data presentation, and drawing conclusions. This results of this study indicate that the values contained in the Alala book are applied by students, namely, Knowledge Requirements, Virtue Knowledge, Maintaining Knowledge, Reaching Ideals, Exalting Teachers, Controlling Passions, Utilizing Time Well, Commands to Seek Knowledge. Meanwhile, the strategies for internalizing the values of the Alala book in fostering the morals of students are exemplary strategies, habituation strategies, advice strategies, story strategies and punishment strategies.

Keywords: *Strategy Internalization, Alala book values, Student morals..*

INTRODUCTION

Islamic boarding schools are one of the strategic places in developing students' morals, through Islamic boarding schools the process of instilling students' character values will be applied properly. One of the educations that is considered effective in educating noble character is pesantren. Efforts made by Islamic boarding schools in educating and encouraging their students to have good morals can be realized because education takes place simultaneously for 24 hours in the pesantren. Because of this, it is manifested in direct preaching, recitation and study of the book which is carried out in Islamic boarding schools (Husna 2021). Moral education in Islamic boarding schools is emphasized to always be practiced in life. This is in accordance with RI Law Number 18 of 2019 chapter 1 article 2.

Learning methods in teaching carried out by teachers are sometimes still not directed. In addition, many students violate rules and norms, such as not respecting teachers and even considering teachers to be their own friends. The moral development strategy carried out by the teacher must be with the right efforts, because it is not enough to just learn morals, without a strategy for personal moral development, a person's behavior will be good if using the right strategy, these efforts can be reached by getting used to carrying out moral behavior your Excellency.

Of moral education is indeed very important for the character development Internalization of students, especially students. Strategy in Islamic boarding schools as an action to achieve a goal. Moral education in Islamic boarding schools has advantages, especially in internalizing the *Alala* book in cultivating student morals. The *Alala* Book in general is a book that discusses moral etiquette in seeking knowledge which is presented in the form of nazdom and poetry performed using the sorogan method at the Nurul Ummah Putri Islamic Boarding School, Yogyakarta.

This research has a correlation with the inculcation of santri morality at Islamic boarding schools which has been carried out by Nurul Maghfiroh regarding Internalization of Attitude Values Through Learning *Alala* Book at MI Al-Iman Bulus. In



addition, research conducted by Sudarto Murtaufiq concerning the Implementation Model of *Alala* Book Learning at the Langitan Widang Tuban Islamic Boarding School. From the research above, no one has studied the strategy for developing students' morals.

The above description raises the curiosity of researchers to find out the strategy for internalizing the values of the book of *Alala* in fostering the morals of students at Madrasah Diniyah Nurul Ummah Putri Kotagede Yogyakarta with a research focus. What values are contained in the book *Alala*. What is the strategy for internalizing the values of the *Alala* book in fostering the morals of students. It is hoped that the presence of this researcher can be used as a basis for the policy of Nurul Ummah Kotagede Yogyakarta in fostering the morals of students

RESEARCH METHODS

The type of research used is qualitative research (Surakhmad 1990). There were 3 (three) research subjects, namely: the head of the Islamic boarding school, the teacher who taught the book *Alala*, and the students of Madrasah Diniyah Putri Pondok Pesantren Nurul Ummah Putri Kotagede Yogyakarta.

Data collection methods used in this study through observation, interviews, and documentation. Data analysis techniques in this study used three components of analysis (data reduction, data presentation, drawing conclusions). While the validity technique uses data triangulation by testing the credibility of the data and data source triangulation is carried out by the researcher asking the same questions from different sources.

RESULTS AND DISCUSSION

The purpose of this study was to find out what values are contained in the book of *Alala* and to find out new things about the strategy of internalizing the values of the book *Alala* in fostering the morals of students. This research has a correlation with previous research. The description can be seen in the following table:



Table 1 Values of Character Education in Perspective Viewpoint

No	Perspective	Character Education Values	Description
1.	Internalization of Attitude Values Through Learning Alala Book at MI Al-Iman Bulus (Bulus 2021).	Lecture methods, habituation, exemplary, discussion, and memorization	Influencing students' social attitudes according to the assessment of students' social attitudes in the 2013 curriculum. The internalization value of students from learning the Alala book can be seen from students' behavior in their daily lives. From the way students treat the people around them
2.	The Alala Book Learning Implementation Model at the Langitan Widang Tuban Islamic Boarding School (Murtaufiq 2018).	The Maudidhoh model, habituation, exemplary, trahib and tarhib.	The implementation of learning the Alala book at the Langitan Islamic Boarding School follows four models, namely, First. delivery of messages of kindness to students while studying in class. Second, the habituation model is carried out by accustoming students to doing good things such as living clean, praying in congregation and so on. Third, exemplary is carried out through the teacher providing good examples to students. Fourth, targhib, namely participating in recitation and activities in Madrasas. Tarhib, punishment for not participating in activities at the Madrasah.
3	<i>Core Ethical Values Of Character Education Base On Islamic Values In Islamic Boarding School</i> (Solihin, Hasanah and Fajrussalam 2020)	Character education ethical values	The core ethical values of character education based on Islamic values in Islamic boarding schools are divided into four core teachings of Islamic studies, namely alfiqh, al-tauhid (monotheism), tasawuf (Sufism), and al-akhlaq (moral).
4	The Concept of Moral Education in the Book of Ta'lim Muta'allim by Imam Az-Zarnuji ('Aliyah and Amirudin 2020)	Morals to Allah, Morals to fellow creatures, morals to oneself, and morals to knowledge	The book of Ta'lim Muta'allim is still very relevant to moral education in Indonesia today, the actualization of these values is taught to students so that they can

			always apply them in everyday life.
5	Strategies for Developing Santri Morals at Islamic Boarding Schools (Sawaty 2018)	Exemplary Strategies, Training and Habituation, Taking Lessons (ibrah), Advice, Discipline, Praise and sanctions, and Educating through independence.	The morals of the students before were still in conflict with their attitudes due to environmental factors and the emotional conditions of the students. After being fosteredduring the research, the morals of the students at Islamic boarding schools already referred to a positive attitude because of the inculcation of moral values that hadbeen formatted in Islamic boarding school activities.
6	Moral Education Through Studying the Book of Al-akhlaq Lil AL-Banin (Banin 2013)	The basic conception of moral values and the virtues of attitude, behavior and behavior in everyday life.	Adding character education innovation in the midst of today's moral decadence. Studying the book of al-Akhlaq li al-Banin must be accompanied by other methods of moral internalization to achieve maximum results.
7	Santri Moral Development through Learning the Book of Ta'lim Muta'Allim at the Muttaqin Islamic Boarding School, Sungai Aur District, West Pesaran Regency (Marhamah 2021)	Respect for knowledge and scholars, appreciate knowledge, respect friends, avoid despicable morals.	Ta'lim Muta'allim directs everyone who studies it to have noble character. The method used by the teacher in teaching morals through the Ta'lim Muta'allim book is more dominated by exemplary methods.
8	The Values of Children's Integrity in the Book of Akhlaq Lil Banin by Syekh Umar Baradja (Hafidz 2020)	Religious values, love of cleanliness, and social care,	Each value has an explanation that emphasizes the moral aspect as an aspect that must be instilled in students or students while at home or at school.
9	Internalization of the Moral Education Values of the female students of the X Hurun Inn Dormitory Pondok Pesantren Darul 'Ulum Jombang (Umami and Amrulloh 2017)	Habituation to yourself, instill ill oliteness in daily habits, and build good interactions.	provide educational materials and methods of forming morals, such asthe habit of praying together, clean the environment. Supporting factors, support and positive encouragement from parents, friends. Inhibiting factors Factors from oneself, such as the frequent return of students, so that there will be missed activities.

From the description of the table above, it can be seen that the values of character



education have various points of view with previous research, because in character education educational institutions have ways of educating students' morals, one of which is taking values through books taught in Islamic boarding schools, from this point of view it can be known whether the books taught by the students can be practiced in everyday life.

Learning the Book of Alala in the Moral Development of Santri at Madrasah Diniyah Nurul Ummah Putri

The book of *Alala* is one of the phenomenal classics in the field of morality and centuries. Written by a scholar in the field of jurisprudence with the Hanafi school of thought and also an expert in tasawuf, kalam and sastra, namely Sheikh Burhanuddin al-Zarnuji. Apart from writing the book *Alala* al-Zarnuji wrote the book *Ta'lim muta'alim Thuruuq at Ta'allum*, the book *Alala* is a book that is recognized by circles and is highly recognized for its existence. This book is also often used as a source of research material for scientific work, especially in the field of education. In *Kitab Alala* we can find poetry of advice which is a collection of verses from the book *Ta'lim Muta'allim*, which was later rearranged by one of the creative students of the Lirboyo Islamic boarding school. The *Alala* book consists of one volume and has 8 pages, and all of them are nadzhoms or Arabic poems translated into salaf Javanese, the verses of poetry numbering 37 stanzas (Baharudin 2015).

The learning method at Madrasah Diniyah Nurul Ummah Putri in learning activities should be in accordance with the objectives and material being taught which is then used as an evaluation tool to determine the level of success of teachers in teaching students. This is because learning is basically a series of activities planned in advance by educators so that they are directed at certain learning outcomes (Suparman 2012). *Alala* book learning activities are carried out every day except Friday, at 16:00- 17:00.

Based on an interview with Mrs. Qurrota Aini as a teacher of the *Alala* book. The learning method applied by Madrasah Diniyah Nurul Ummah Putri Kotagede Yogyakarta is as follows:



a. Lecture method

The lecture method is a way of conveying or insight into information through explanations and oral narratives by educators towards their students (Ramayulis 2010). Interview The learning method used by the teacher at Madrasah Nurul Ummah Putri in learning the Alala book is by explaining the contents of the nadzhom word by word, then explaining the meaning per stanza, because this book only consists of several pages, so in one meeting the teacher only explains a few verses of poetry only, with the aim that students can understand what is conveyed.

b. Discussion method

The discussion method is a learning method that exposes students to a problem with the aim of solving a problem by answering questions, adding to and understanding students' knowledge (Sanjaya 2006). Learning with the discussion method at Madrasah Diniyah Nurul Ummah Nurul Putri is carried out through the syawir (deliberation) program, namely repeating lessons together, so after the students carry out the sorogan recitation, the teachers require the students to repeat lessons together, which is in accordance with their respective groups, p. This is intended so that students do not immediately forget the lessons that have been given.

c. Question and answer method

The question and answer method is a way of presenting subject matter by the way the teacher asks questions to the students to answer, and vice versa, students can ask the teacher if something is not understood (Anwar & Yusuf 1997). The question and answer method used is the same as in general, that is, after the lecture method or explaining the material has been carried out, the teacher asks questions to the students if anyone does not understand then they can be asked.

d. Memorization method

The rote method is a method used by an educator by calling his students to memorize a number of words or sentences or rules. This memorization method aims to make students



able to remember lessons that are known and train their cognition, memory and fantasy. Nadhom memorization is done by the teacher listening to the students together in class once a week

The values of the Alala Book that are implemented in the Nurul Ummah Putri Madrasah Diniyah

The values of moral education in Alala's book contain 15 verses, but in the data reduction process that is seen in the application of daily life at Madrasah Diniyah Nurul Ummah Putri there are 8 namely, Requirements for Seeking Knowledge, Priority of Knowledge, Maintaining Knowledge, namely through the syawir program by means of Repeating lessons, Reaching the ideals of students are encouraged to be enthusiastic about studying, Exalting teachers such as respecting teachers when meeting with teacher students is recommended to stop and direct their eyes, Controlling the lust of students teaches to always accept what is there as said by the kiyai, that “students it must be able to nerimonan” meaning that students are encouraged to accept whatever food is in the hut, Make Good Use of Time to fill time with useful things, and Order to Seek Knowledge.



Internalization Strategy of Santri Moral Values in Santri Moral Development at Madrasah Diniyah Nurul Ummah Putri

The description of the internalization of the values of Alala's book above is a process to find out the strategy for developing students' morals carried out by Islamic boarding schools. Various activities have been designed by the management to grow the personality or morals of the students for the better. The steps compiled to support the strategy for fostering the character of the students are as follows (Anwar & Yusuf, 1997)

a. Modeling Strategy

Good morals cannot be formed only by teaching, instructions and prohibitions but requires education accompanied by giving good and real examples. A good role model is the Prophet Muhammad (Shadiq 2016). of the Madrasah Diniyah. The exemplary method carried out by teachers at Madrasah Diniyah Nurul Ummah, administrators instill the value that, someone who must be emulated by all students is the kyai and Mrs. Noor Laila days as in the Alala book, guarding words, making good use of time in verse 32, by filling empty time with useful things such as reciting the Koran, interpreting books, reading books and so on. The head of Madrasah Diniyah Nurul Ummah Putri emphasized this question. When reciting the Koran with the cleric and reciting the Koran with the pesantren caregiver, the teachers set an example by leaving and sitting in the front row during the recitation process. This has been applied by the students when they finished reciting the sorogan, the students prioritized their teacher to leave the class.

b. Habit Strategy

Good morals cannot be formed only by teaching, instructions and prohibitions but requires education accompanied by giving good and real examples. A good role model is the Prophet Muhammad saw (Maunah 2010). Madrasah Diniyah Nurul Ummah is a boarding school that recites many salaf books, therefore the application of daily habits is practiced from books, one of which is the Alala book. Based on the results of the researcher's interview with Mrs. Noor Laila Fithriyana as the head of the Madrasah Diniyah



Nurul Ummah Putri that the moral habituation carried out by the teacher to the students is like what is in the book in Alala verse 6 namely maintaining knowledge, with the syawir program (deliberation) namely repeating lessons together, so after the students carry out the sorogan recitation, the teachers memorize the students to repeat the lesson together, with the discussion method according to their respective groups, which aims so that the students do not immediately forget the lesson that has been given. The teachers are also under pressure to the students, if the students are late in getting knowledge but the knowledge is not learned or practiced then the students are stupid people in knowledge. This is one way for students to maintain the knowledge that has been given.

c. Strategy advice (*Mauidhoh*)

Mauidhoh comes from Arabic, which means commendable advice. Advice is conveying a speech to another person to correct deficiencies or errors in his behavior (Shihab 2005). The advisory strategy in fostering the morals of the students is also carried out by the teacher as stated by the Alala book teacher, by conveying advice that can touch the hearts of the students during class learning, Ms. Qurrota said, the advice method used takes values from the Alala book verses 31 and 37 that santri are encouraged to get rid of grudges and envy, especially in the application of everyday life, then santri are also advised to control their passions, as said by the cleric, that any food in the hut. Based on Mrs. Qurrota's observations, the students were already able to practice what was conveyed by their teacher, seen from the habituation of the life of the students at the Islamic boarding school such as the menu provided even though it was only vegetables but the students still received the food.

d. Strategy story

The story method is an effective method used in moral development, where a teacher can tell stories from the past, such as stories lifted from the Koran, hadith and those related to the application of Muslim behavior in everyday life. The results of the interviews conducted by the researcher that together with Mrs. Qorrata Aini, the story strategy was carried out by motivating the students as stated in the book Alala verses 12, 13, and 19,



that is, achieving goals requires great sacrifice and great effort. In the sense that students must have a high enthusiasm in learning. Apart from that, in the Alala book verses 15 and 16 about oral dangers, in this section it really has to be more interesting so that students are able to accept it carefully, which is what the teachers, especially the Alala book teacher, convey about oral dangers by telling stories of the *ambiya*. Previously, after pushing the material, the teacher should conduct a question and answer process to the students.

e. Punishment strategy

The above strategies are some of the methods used by Madrasah Diniyah Nurul Ummah Putri in internalizing the values of the Alala book in developing students' morals. Even though this strategy has been carried out by administrators and teachers, this does not rule out the possibility for students to violate the rules of the Islamic boarding school, based on the data obtained there are some students who do not obey the rules, for students who violate the rules the teacher will give a warning and make a deterrent so that students won't do it again. The *ta'ziran* given are in accordance with the provisions of the pesantren regulations as follows:

- 1) Physical sanctions in the form of *ro'an*. This is directed at students who leave the boarding school without permission, so the students will get *ta'ziran* in the form of cleaning the bathroom, washing the trash, and cleaning the pesantren environment.
- 2) Non-physical sanctions. In this case students who do not take part in mandatory activities, such as reciting the book with Islamic boarding school caretakers, reciting the Koran, and reciting sorogan without permission or skipping, the students will get *ta'ziran* memorizing verses from the Alala book.
- 3) Violating *syar'i* with non-mahrams and taking other people's rights. This violation is a type of serious violation at the Madrasah Diniyah Pondok Pesantren Putri Nurul Ummah Putri. So the sanctions given cover all types of existing sanctions. So if students have repeatedly committed violations after being given a warning



but are not deterred, they will be handed over to the pesantren caretaker and will be followed up by the teacher and administrators.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the learning method at the Madrasah Diniyah Nurul Ummah Putri Kotagede Yogyakarta has four types: First, using the lecture method, by explaining the contents of the nadzhom in word by word, then explaining the meaning per stanza. Second, the discussion method, carried out through the syawir program (deliberation), namely repeating lessons together, within 1 (one) week. Third, the question and answer method, namely the teacher asks questions to students if there is something they don't understand, they can be asked. Fourth, the method of memorizing the verses of the Nadhom book of Alala which will be deposited the following week.

The results of the researchers' findings regarding the steps arranged to support the strategy for fostering the character of the santri. First, the exemplary strategy, by setting a good example as in Alala verse 32, namely making good use of time. Second, the habituation strategy, getting students to repeat lessons together, as contained in verse 6 of Alala, namely maintaining knowledge. Third, the strategy of advice, takes values from the book Alala verses 31 and 37 that students are advised to stay away from revenge and envy, especially in the application of everyday life. Fourth, the story strategy, as stated in the Alala book verses 12, 13, and 19, namely in achieving goals, the teacher's efforts to motivate students. Fifth, the strategy of punishment, this method is the last resort to be taken if the students have violated the rules by crossing the boundary which aims to give a warning and make a deterrent so that the students will not repeat it again.

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