THE URGENCY OF CLASSICAL LEARNING MOTIVATION IN THE MILLENNIAL ERA: AL-ZARNUJI’S PERSPECTIVE

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Abstract

Student learning outcomes in the millennial era have experienced a decline in learning achievement. Among them is a lack of motivation in students, and many Islamic boarding schools in Indonesia use ta’lim muta’allim in their lessons to motivate their students. This article aims to identify and summarize the motivation conveyed by Imam Zarnuji in the Book of ta’lim muta’alim which is suitable for the millennial era. The research method used is a descriptive qualitative method using literature studies. Data techniques by conducting studies of books, notes, article journals, notes that support each other. Data sources are divided into several types, namely: a) Primary data from the Book of ta’lim muta’alim by Imam Al-Zarnuji b) Secondary data is complementary data that can be used as a reference in journals including relevant literature. This article results indicate that the past (Imam Zarnuji) motivation is useful for the millennial era 1) Twenty-eight intrinsic motivations include Intention, patience, sincerity, and high aspirations. 2) seven extrinsic incentives should seek knowledge, find teachers and good friends, and stay away from immorality. Suggesting further research to measure what percentage of intrinsic and extrinsic motivation can increase achievement and enthusiasm for learning.

Keywords: Learning Motivation, Ta’lim Al-Muta’allim, Extrinsic And Intrinsic Motivations,

Abstrak

Hasil belajar siswa di era Milenial mengalami penurunan prestasi belajar. Diantaranya adalah kurangnya motivasi pada siswa. Dan banyak pesantren di Indonesia yang menggunakan ta’lim muta’alim dalam pembelajarannya untuk memotivasi siswanya. Penelitian ini bertujuan untuk mengetahui dan menanalisis motivasi yang disampaikan oleh Imam Zarnuji dalam kitab Mutallim taklim yang cocok untuk era milenial. Metode penelitian yang digunakan adalah metode kualitatif deskriptif dengan menggunakan studi literatur. Teknik data dengan melakukan studi terhadap buku, catatan, catatan yang saling mendukung. Sumber data dibedakan menjadi beberapa jenis, yaitu: a) Data primer dari kitab Ta’lim Mutu’allim karangan Imam Al-Zarnuji b) Data sekunder merupakan data pelengkap yang dapat dijadikan acuan dalam jurnal termasuk literatur yang relevan. Hasil penelitian ini menunjukkan bahwa motivasi masa lalu (Imam zarnuji) bermanfaat bagi era milenial 1). Dua puluh delapan motivasi intrinsik meliputi Niat, kesabaran, ketulusan, dan cita-cita yang tinggi. 2). tujuh motivasi ekstrinsik incentives should seek knowledge, find teachers and good friends, and stay away from immorality. Suggesting further research to measure what percentage of intrinsic and extrinsic motivation can increase achievement and enthusiasm for learning.

Kata Kunci: Motivasi Belajar, Kitab Ta’lim Al-Muta’allim, Motivasi Ekstrinsik dan Instrinsik.
INTRODUCTION

In the era of millenial like this we still find a lot of students in an educational institution where they often feel lazy doing school work, always ignoring homework assignments, even if they do assignments, we find a lot of their learning results are messy and many mistakes, it all happened among them due to lack of motivation to learn.¹

It all shows that the serious interest in learning began to decline drastically that occurred in the millennial era, especially in Indonesia, which is addicted to the internet which is misused, not just to seek information related to science. Millennial generation tends to behave pragmatically and instantaneously. Millennials are a group of people born in the 1980-2000s range. This means that millennials are the younger generation aged 17-37 this year.²

Although it cannot be denied, humans have very general intellectual advantages (intelligence) and special advantages (talents) that are not possessed by others. But without encouragement and motivation these two things are less able to make an impact in him, especially in teaching and learning.³ No matter how smart the person is if there is no Motivation, learning will certainly fail.⁴

Motivation is very important for an interest in learning it is certain that learning will fail, but no matter how stupid the person is if pushed and motivated continuously then sooner or later he will be able to reach his goals.⁵ A student because without motivation results in not achieving the maximum learning outcomes, even reaching the peak of failure. As we know from many students lately they seem to go to school every day to study, but in reality, at school, they are just silent and inactive, when the teacher is explaining the lessons they sleep. When in fact all students are able if there is encouragement inside or outside.

Motivation can be defined as a person’s strength which can lead to a level of willingness to carry out an activity. Willingness either comes from within the individual himself (intrinsic motivation) and from outside the individual (extrinsic motivation).⁶ How strong an individual's motivation will determine the quality of the behavior he displays, both

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¹ Shih-Yuan Huang, Yi-Han Kuo, dan Hsueh-Chih Chen, “Applying Digital Escape Rooms Infused with Science Teaching in Elementary School: Learning Performance, Learning Motivation, and Problem-Solving Ability,” Thinking Skills and Creativity 37 (1 September 2020): 100681, https://doi.org/10.1016/j.tsc.2020.100681; Hayward P. Andres, “Active teaching to manage course difficulty and learning motivation,” Journal of Further and Higher Education 43, no. 2 (7 Februari 2019): 220–35, https://doi.org/10.1080/0309877X.2017.1357073.
² Mahyuddin Barni, “Tantangan Pendidik Di Era Millennial,” Transformatif 3, no. 1 (24 April 2019): 99–116, https://doi.org/10.23971/tf.v3i1.1251.
³ Purwanto Ngalim, Psikologi Pendidikan, 27 ed. (Bandung: Remaja Rosdakarya, 2014), 61.
⁴ Xiaolu Zhou dan Ling Tian, “Study on learning motivation for innovative talents of local normal universities,” Journal of Interdisciplinary Mathematics 20, no. 6–7 (3 Oktober 2017): 1401–5, https://doi.org/10.1080/09720502.2017.1382145.
⁵ David C. McClelland, Human Motivation, Re-issued in this digitally printed version (Cambridge: Cambridge University Press, 2009); Amiruddin Siahaan, Tien Rafida, dan Kairunnisa Batubara, “Influence of Madrasah Head Leadership, Motivation and Madrasah Culture on Teacher Performance in Madrasah Aliyah Model 2 Medan,” Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences 3 (3 Agustus 2020): 2174–82, https://doi.org/10.33258/birci.v3i3.1150.
⁶ Jonathon E Larson, Educational Psychology: Cognition and Learning, Individual Differences and Motivation (New York: Nova Science Publishers, 2009), http://public.eblib.com/choice/publicfullrecord.aspx?p=3018385.
in the context of learning, work, and in other lives. The learning process will be successful when students have the motivation to learn.  

So, eventually, it will lead to many underdeveloped children's talents due to not getting strong motivation and encouragement. So if only one student gets a lot of encouragement from educators, then the extraordinary energy will be released stored in each student that has hidden potentials, so that unexpected results will be achieved into a reality. Many of us see students when we see them in their class silent and not brave, but after a few years when he was at the college level and has mingled with many people and a different atmosphere. The student grew very active, even more daring to convey arguments, ideas, and have abilities that we had not previously seen. Then the actual learning outcomes are determined by how much encouragement or motivation of educators towards students. Motivation is not only important because it is a factor that causes learning but also makes learning easier and learning outcomes.  

According to Dimyati and Mudjiono" learning outcomes are things that can be seen and measured from two sides, namely from students and educators, from the student side learning outcomes are characterized by a level of development and mental change compared to before learning. If there is no progress in the learning outcomes then it means that the student did not achieve the learning process properly. As for the side of the success of educators in delivering their learning, including the accuracy of teachers in choosing teaching materials, unique and interesting media, as well as innovative, creative and fun teaching methods that cause the learning process in the class to run well, eventually all students can feel happy, comfortable and understand the material being studied.

In conclusion, motivation is very important and encouraging for someone to be able to complete a goal that he wants to do. By knowing the goals and benefits, it will get stronger and more eager to do it. If he is a student who already knows the benefits of learning, it will be easy to achieve what he has dreamed of. As a result, everyone will not feel lazy in the learning process.

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7 Siti Suprihatin, “Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa,” Promosi: Jurnal Program Studi Pendidikan Ekonomi 3, no. 1 (2015), https://doi.org/10.24127/ja.v3i1.144.
8 Cornelius Brandmiller, Hanna Dumont, dan Michael Becker, “Teacher Perceptions of Learning Motivation and Classroom Behavior: The Role of Student Characteristics,” Contemporary Educational Psychology, 11 Juni 2020, 101893, https://doi.org/10.1016/j.cedpsych.2020.101893.
9 Rizki Sobandi, “Pengaruh Motivasi Belajar Terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas Vi b Mts Negeri 1 Pangandaran,” DIKSTRASIA 1, no. 2 (31 Agustus 2017): 306–10, https://jurnal.unigal.ac.id/index.php/dikstrasia/article/view/634.
10 Dimyati dan Mudjiono, Belajar dan pembelajaran (Jakarta: Rineka Cipta, 1999).
11 Dr. Jeanine M. M Dell'Olio dan Dr. Tony Donk, Models of Teaching: Connecting Student Learning with Standards. (Thousand Oaks: SAGE Publications, 2007), http://public.eblib.com/choice/publicfullrecord.aspx?p=996882.
12 B. R Hergenhahn dan Matthew H Olson, Theories of learning = teori belajar, trans. oleh Triwibowo, 6 ed. (Jakarta: Prenada Media Grup, 2016).
13 Ngalim, Psikologi Pendidikan, 9.
14 Muhammad Anas Ma'arif, “Analisis Konsep Kompetensi Kepribadian Guru PAI Menurut Az-Zarnuji,” ISTAWA 2, no. 2 (2017): 35–60, http://journal.umpo.ac.id/index.php/istawa/article/view/624; Siti Mariah Ulfah, “Rekrutman Guru Dalam Manajemen Pendidikan Islam (Studi Tentang Pemilihan Guru Menurut Syeikh Az- Zarnuji Dalam Kitab Ta'limul Mut'a'allim Wathoriqotutta'allumi),” Al-Fikrub: Jurnal Kependidikan Islam
After someone has been motivated to do the learning process, finally he will get the results of the achievement of the learning process. These results are called learning achievements. Learning achievement is the result of the development of the level of psychological domains as a result of students' learning experiences and processes achieved within a certain period. Because with a good learning achievement, actually it can be used to see and measure the level of ability and quality of a student. A big nation is not judged by the size of the location of the country and the source of wealth in its possession. Because the greatness of a nation is determined by the quality of its human resources and the nation's ability itself.

That contains the motivation to learn accompanied by stories of previous scholars makes the imagination of the students to be carried in the rhythm and message conveyed. Both in terms of how to learn, the Intention to seek knowledge, how to find a teacher, when to start to learn, when to manage learning time, how can a person achieve success in the world until the hereafter later. It was all expressed in the Book of *taлим mutаllim* with an interesting story style. Even though the Book was taught many times from year to year, it did not detract from the love of students and students to learn it, because this Book is very multi-content with motivations that are needed by students and students.

Until in the Modern era like today, the *taлим al-muta'llim* Book is considered as one of the main reference books in changing and making students be successful in times of seeking knowledge both the world and the hereafter. Seen from the previous scholars and Muslim scholars and cultural figures in the millennial era like this. They are remembered by the State and Religion including Kiai Hasyim Asy'ari Jombang, KH. Kholil Bangkalan, Gus Dur, Muhammad Ainu Nadjib, or Cak Nun and other scholars who all of them had studied the Book of *taлим al-muta'llim*. They are one of the few scholars in the archipelago that have proven successful inside study. The learning process that they traveled has experienced various extraordinary tests. But the spirit of motivation that is in them and the encouragement

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15 Muhibbin Syah, *Psikologi Pendidikan dengan pendekatan baru*, 18 ed. (Bandung: Remaja Rosdakarya, 2013), 55.

16 E Mulyasa, *Manajemen Pendidikan Karakter*, 5 ed. (Jakarta: Bumi Aksara, 2016); Zubaedi, *Desain Pendidikan karakter, Konsep dan Aplikasinya dalam Pendidikan* (Jakarta: Kencana Prenada, 2011).

17 Isnaeni Isnaeni, “Konseling Behavioral Berbasis Kitab Ta’lim al-Muta’allim Untuk Meningkatkan Motivasi Belajar Santri Di Pondok Pesantren Tafsir Hadis Shohihuddin 2, Prapen Surabaya, Jawa Timur” (undergraduate, UIN Sunan Ampel Surabaya, 2019), http://digilib.uinsby.ac.id/30215/.

18 Muhammad Barmawi, “Peranan Lingkungan terhadap Semangat Belajar dalam Khazanah Kitab Kuning,” *Edukasia Islamika*, 2 Maret 2017, 134–60, http://e-journal.iainpekalongan.ac.id/index.php/edukasiislamika/article/view/773.

19 Riziqiyatul Muassarah, “Pengaruh Aktivitas Santri Dalam Pembelajaran Kitab Ta’lim al-Muta’allim Terhadap Motivasi Belajar Agama Santri Ma’had al-Jami’ah Walisongo Semarang” (undergraduate, UIN Walisongo Semarang, 2019), http://eprints.walisongo.ac.id/9591/.

20 Rudi Ahmad Suryadi, “Motivasi Belajar Perspektif Pendidikan Islam Klasik: Studi atas Pemikiran al-Jarruji,” *Jurnal Pendidikan Agama Islam-Ta’lim* 10, no. 1 (2012).

21 Effendi Chai, “Pengembangan Metode Bandonongan Dalam Kajian Kitab Kuning Di Pesantren Attarbiyah Guluk-Guluk Dalam Perspektif Muhammad Abid al-Jabiri,” *Nijhomin Haq: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (15 Maret 2019): 70–89, https://doi.org/10.31538/ndh.v4i1.233.
of the teachers, their parents prove able to achieve knowledge that is beneficial to these people.

So the library research on the Book of *ta’lim al-muta'allim* is expected to be able to record and summarize the Collection of Motivation conveyed by Imam Zarnuji starting from the beginning to the end of the Book so that this motivation can be used as supplementary material for the current generation to always be enthusiastic in seeking knowledge that can bring blessings to life both the world and the hereafter.

**METHOD**

In this study, the authors apply the method of library research because there are at least some underlying reasons. First, the source of the research was not obtained by field research. But data sources are only obtained through library studies or other documents in written form, whether from journals, books, or other literature. Secondly, library study is needed as a way to solve problems that occur in the millennial era like this by using alternative classical methods found in library sources, so that this literature study can be applied in overcoming problems faced with. Third, library data is considered as one of the main sources as a very strong and reliable reference material to be used as a source of research material.

The research uses data sources from various sources relevant to the discussion of this journal. The data source is divided into several types, namely: a) Primary Data is a basic source obtained through the study of a book entitled *ta’lim al-muta’allim* by Imam Al-Zarnuji, b) Secondary data is supplementary data or support that has been arranged well and can be used as a reference in journal writing, the data includes literature that is relevant to the object of research in the form of books, papers, scientific articles, journals, theses, ebooks, and others. Data analysis is carried out using the following methods: a) Descriptive method is a research method to describe completely the symptoms, events, events that occur at present regularly, and examines an object of research concerning motivation to learn that is inside the Book of *ta’lim al-muta’allim*. b) Content analysis method is a method of studying and analyzing data systematically and objectively by analyzing the data that has been collected and then the data is classified in a motivational group that arises either from within or from outside. Weber explained that the content study is a research that has phases in finding a correct conclusion both from books and other documents. So in fact the data analysis stage is a series of collected data that is developed and processed in a simple framework to conclude.

**Biography of Imam Zarnuji**

Imam Zarnuji's full name is Burhanuddin Ibrahim al-Zarnuji al-Hanafi, he is a writer who came from Bukhara. And some say his name is Tajuddin bin Ibrahim bin Al-Khalil Zarnuji. He was born around 570 Hijriyah. Maryati quotes Djudi's opinion that Imam

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22 Mestika Zed, *Metode penelitian kepustakaan*, Ed. 2 (Jakarta: Yayasan Obor Indonesia, 2008).
23 Barbara M. Wildemuth, *Applications of social research methods to questions in information and library science* (Westport, Conn: Libraries Unlimited, 2009).
24 Louwis Ma’luf, *Munjid Fillughah Wal ‘alam* (Bairut libanon: Dar Al-Masyrik, 1975).
25 Maslani Maslani dkk., “Al-Zarnuji’s Thought of Education and Its Implementation at Pesantren,” *Jurnal Pendidikan Islam* 3, no. 2 (1 Januari 2018): 179–90, https://doi.org/10.15575/jpi.v3i2.1312; Benny Afwadzi dan Abdul Fattah, “Pemahaman Hadits Tarbawi Burhan al Islam al Zarnuji Dalam Kitab Ta’lim al Muta’allim,” *Ulul Albab* 17, no. 2 (1 Januari 2017): 197–217, https://doi.org/10.18860/ua.v17i2.3831.
26 Burhanul Islam Al-Zarnuji, *Ta’limul Muta’alim* (Surabaya: Al-Hidayah, t.t.).
Zarnuji learned to study from Bukhara to Samarkand where both cities were centers of science and teaching.28 He was a follower of the Hanafi School of Law, as evidenced in many of his arguments in the taklim Mutallim book which he composed almost on average mentioning Imam Abu Hanifa as his reference.29 Imam Zarnuji is a medieval education figure who explains about one's learning goals not only to pursuing worldly satisfaction but to the hereafter.30 His writing is very much, both in the fields of fiqh, language and literature which is Hanafi school of thought.31

The most famous teachers include 1. Burhanuddin Ali bi Abi Bakar Al Marghinani (593 H / 1197) an author of Al Hidayah which is the main reference in the Al Hanafi School. 2. Ruknul Islam Muhammad bin Abi Bakar (573H / 1177), a mufti in the Bukhora area. 3. Hamad bin Ibrahim (576H / 1180), a writer, jurisprudence and knowledge of tawheed 4. Fakhrudin Al kasyani a judge in the Khon area (587H./1191), Author of the book 'Storm' Al Shanai 5. Ruknudin Al-Farghani (594H / 1198) an expert on fiqh, and poetry.29 The exact year of his death is unknown because there are many different sources, one of which explains that Imam Zarnuji died in 591 AH, 593 AH and 597 Hijriyyah. But a strong opinion was in 620 H./1932 M.33

The Book of Ta'lim Al-Muta'allim

Ta'lim Muta'allim book is one Book that explains the attitudes and procedures that must be learned by students before seeking knowledge. According to Hasan Langgulung34 that the actual content contained in the Book of ta'lim muta'allim is not just a motivational theory of learning, but on the other hand, the Book contains a meaning that is further than that because sheik Zarnuji lived at the end of the Abbasiyah government and inherited much the advance of science. The full name of the Book of Taklim is the Book of Ta'lim Al-Muta'allim fi Tariqa at-Ta'allum which was written by Sheikh Imam Zarnuji.

The reason why this Book is written is that in the time of Sheikh Zarnuji many students sought knowledge, they were very serious in their learning process, but on the other hand, it

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27 Sodiman Sodiman, “Etos Belajar Dalam Kitab Ta&amp;#39;lim Al-muta&amp;#39;allim Thaariq Al-ta&amp;#39;lim Karya Imam Al-zarnuji,” Al-Ta&amp;#39; dib 6, no. 2 (Desember 2013): 56–72, https://www.neliti.com/publications/235741/etos-belajar-dalam-kitab-talim-al-mutaallim-thaariq-al-taallum-karya-imam-al-za.

28 Maryati, “Konsep Pemikiran Burhanuddin Al-Zarnuji Tentang Pendidikan Islam: Telaah Dalam Perspektif Hubungan Guru Dan Murid” (Jakarta: UIN Syarif Hidayatullah, 2014).

29 Ramayulis and Samsul Nizar, Filsafat pendidikan Islam: telaah sistem pendidikan dan pemikiran para tokohnya (Jakarta: Kalam Mulia, 2009).

30 Suryadi, “Motivasi Belajar Perspektif Pendidikan Islam Klasik.”

31 M. Anas Thobir, Alfina C, dan A. Dardiri, “A Comparative Study on Sheikh Az-Zarnuji Thought and Idealism in the Philosophy of Education,” Episteme: Jurnal Pengembangan Ilmu Keislaman 12, no. 2 (1 Januari 2018): 411–33, https://doi.org/10.21274/epis.2017.12.2.411-433; Nur Salami dan Anton Widayanto, “Etika Hubungan Pendidik Dan Peserta Didik Menurut Perspektif Pendidikan Islam Dan Pendidikan Barat (Studi Komparatif Pemikiran al-Zarnuji Dan Paulo Freire),” D.A.Y.A H 1, no. 2 (1 Juli 2018): 164–81, https://doi.org/10.22373/je.v1i2.2945.

32 Tumin Tumin dan Ahmad Faizuddin, “Education and Character Building: Ethical Aspects of Learning from Al-Zarnuji’s Ta’lim Al-Muta’allim,” Ulumuna 21, no. 1 (1 Juni 2017): 109–28, https://doi.org/10.20414/ujis.v21i1.1180.

33 Binti Su’aidah Hanur dan Titik Widayati, “Character Building Di Abad 12 Masehi: Kajian Dan Analisis Pendidikan Akhlak Dalam Kitab Ta’lim Muta’Alim,” Journal of Childhood Education 2, no. 2 (1 November 2019): 176–92, https://doi.org/10.30736/jce.v2i2.37.

34 Hasan Langgulung, Manahis dan Pendidikan, cet ke 1 (Jakarta: Pustaka Al-Husna, 1986).
turned out that they did not get the blessing and the benefits of the knowledge they had learned after they returned to the community. After careful examination, it turned out that it was because they left the conditions and procedures for seeking knowledge in their period of study. The Book of *ta’lim muta’allahm*, is actually a collection of references obtained by Sheik Zarnuji both from various sources of references or from information that he got directly from his teachers.³⁵

The subject matter of the Book of *ta’lim al-muta’allahm* consists of thirteen chapters of the discussion, namely: Article 1 (Regarding the a nature of knowledge, a law seeking knowledge, and its importance), Article 2 (Arranging intentions in seeking knowledge), Article 3 (On how to choose knowledge, teachers, friends, and perseverance in learning), Article 4 (how to respect knowledge and teachers), Article 5 (Concerning sincerity in seeking knowledge, having a long term and noble aspirations), Article 6 (Concerning the beginning for learning, its size and discipline), Article 7 (*Tawakkal* and surrender to God), Article 8 (Regarding the period of study), Article 9 (Regarding mutual love and counsel), Article 10 (taking knowledge), Article 11 (Concerning being in a state when I am studying), Article 12 (regarding matters that can strengthen memorization and weaken it), Article 13 (Regarding matters which can make it easier to bring fortune, can extend life, and reduce life).³⁶

Of the thirteen main chapters or chapters of the discussion, Sheik Zarnuji explained the many motivations and procedures of students in seeking knowledge, outlined basis on the prophet or sometimes often taking the stories of the previous scholars to reinforce the arguments he uttered.

**Learning motivation in the Book of Ta’lim Al Muta’allahm**

Imam Zarnuji in the Book of *ta’lim muta’allahm* has explained many motivations for student, or *santri* to succeed in finding knowledge to gain good fortune in the world and the hereafter.³⁷ The good motivation that comes from within yourself or from outside. The author of this study wants to explore motivations according to the Book of *ta’lim muta’allahm* that arises from his personalities, such as the desire to meet the basic needs he needs, or motivation that comes from outside such as motivation from friends, teachers, and the environment.³⁸

Here are some of the learning motivations contained in his personality (internal) or from outside (external) contained in the Book *ta’lim al-muta’allahm* written by Sheik Burhanuddin Imam Zarnuji:

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³⁵ Alfianoor Rahman, “Pendidikan Akhlak Menurut Az-Zarnuji Dalam Kitab Ta’lim al-Muta’allahm,” *At-Ta’dib* 11, no. 1 (1 Juni 2016), https://doi.org/10.21111/at-tadib.v11i1.647.
³⁶ Ulfah, “Rekrutman Guru Dalam Manajemen Pendidikan Islam (Studi Tentang Pemilihan Guru Menurut Syeikh Az- Zarnuji Dalam Kitab Ta’limul Muta’allahm Walthoriqotutta’allahm),”
³⁷ Agus Setiawan, “Prinsip Pendidikan Karakter Dalam Islam: Studi Komparasi Pemikiran Al-Ghazali Dan Burhanuddin Al-Zarnuji,” *Dinamika Ilmu* 14, no. 1 (1 Juni 2014): 1–12, https://doi.org/10.21093/di.v14i1.4.
³⁸ Zainal Arifin, “Lingkungan Pendidikan Berperan Aktif Menumbuhkan Motivasi Belajar Siswa Menurut Syaikh Al-Zarnuji, Dalam Kitab Ta’limul Muta’allahm,” *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan* 7, no. 2 (2014): 32–40.
## Motivation arising from his own personality (internal)

| No. | Internal Motivation                                                                 | Article | Editor in the Book |
|-----|-------------------------------------------------------------------------------------|---------|--------------------|
| 1.  | People who have knowledge will be more noble than animals, or angels                | 1       |                    |
|     | and who have a clear understanding of the value of education                      |         |                    |
|     | strap the fuel to his actions, and actions that are necessary for success         |         |                    |
| 2.  | Good intentions are the key to success and success                                | 2       |                    |
|     | Good intentions are the key to success and success                                |         |                    |
| 3.  | Deliberation will make matters easy and the results satisfactory                    | 3       |                    |
|     | Deliberation will make matters easy and the results satisfactory                    |         |                    |
| 4.  | Patience and perseverance are the basis of all things                              | 3       |                    |
|     | Patience and perseverance are the basis of all things                              |         |                    |
| 5.  | By being serious anything will be easy                                            | 5       |                    |
|     | By being serious anything will be easy                                            |         |                    |
| 6.  | High ideals will deliver a real dream                                              | 5       |                    |
|     | High ideals will deliver a real dream                                              |         |                    |
| 7.  | Science will be eternal, even if it has passed away                                 | 5       |                    |
|     | Science will be eternal, even if it has passed away                                 |         |                    |
| 8.  | Bulghom disease in a person will cause someone to be stupid and lazy                | 5       |                    |
|     | Bulghom disease in a person will cause someone to be stupid and lazy                |         |                    |

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Table 1. Motivation arising from his personality

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9. By noting knowledge a lot of benefits will be obtained

وينبغي أن ينتمي في الفهم عن الأسئلة بالتفكير وكتيرة التكرار، فإنه إذا قلقت السبق وكترة التكرار والتأمل يذكر ومفهوم، فإن حفظ فيفه خير من صنع وفوق راين، وهفه حفظ خير من حفظ مفتاح. وإذا تداول الفهم ولم يتجنب مرة أو مرتين يعثد ذلك فلا يفهم الكلام البسيط.

10. By often thinking will be able to find the problems at hand

وينبغي أن يجهد في الفهم عن الأسئلة بالتأمل وبالتفكير وكثرة التكرار، فإنه إذا قلقت السبق وكترة التكرار والتأمل يذكر ومفهوم، فإن حفظ فيفه خير من صنع وفوق راين، وهفه حفظ خير من حفظ مفتاح. وإذا تداول الفهم ولم يتجنب مرة أو مرتين يعثد ذلك فلا يفهم الكلام البسيط.

11. With munadharah, deliberation and mndzikarah, the truth can certainly be obtained

ولا بد لطالب العلم من المذاكرة، والمطارحة، وفيغٍ أن يكون كأنها بالإضافات والأسئلة والتأمل. يتحيز عن السعب أي الغصب، فإن المطارحة والمذاكرة مشاورة، والمشوارة إذا لم يكون لإستخراج الصواب.

12. The lack of money in his life cannot be used as an excuse for not seeking knowledge

وليس صحيح العقل والبدف عذر في ترّف التعلّم والتفقو، فإنّو لا يكوف افقر من أبي يوسف، ولم يمتعه ذلك من النفقه.

13. By always being grateful, Allah will always add to his pleasure

من كان له مثل كثير فنقم لما السالح للرجل الصالح، المنصرف في طريق العلم. قيل لعلماء: بم أدركت العلم؟ قال: أنا عن شاهد. إنه يوسع عليه الفهم في فهمه للعلم والمعرفة. فإنه مساعد في علم لهية fichion على تفسير العلم والمعرفة، وإنه مساعد في العلم والمعرفة.

14. Stingy nature is the key to failure, and Generosity is the key to success

ومن كان له مثل كثير فلا يبخل، وينبغي أن يتعود بالله فالجال. قال النبي عليه السلام: أي دواء أدا من البخل. كان أبو الشيخ الإمام الأحق خمس الأئمة الفشل، ورحمة الله عفرى يبيع الحلواء، وكان يعطي للفقراء من الحلواء ويقول: إدعوا لبي، فرحة جودة واعتقاد وشفقة وتعلقه إلى الله تعالى نال ابن مانان.

15. Tama’or hope that someone else’s gift can destroy himself

والعالم إذا كان طلحا لا ينتمي له حريمة العلم ولايمكول بالحق، وهذا كان يتعود صحاح السحرة عليه السلام، وقوله أعود بالله من طمعي بة إلى طبع.

16. Tawakkal is the key to

ثم لا بد لطالب العلم من التوكل في طالب العلم ولايهم لأمر القوى ولايشغٍل
17. A heart that is troubled and agitated at the thought of worldly affairs will prevent a person from achieving high glory

من تفقو في دين الله كفى همّو الله تعالذ ورزقو من حيث لايحتسب.

18. By enduring all the trials will be able to obtain glory

فإفّ من اشتغل قلبو بأمر الرزق من القوت والكسوة فإنّ ما ينفرّ لتحصّل مكامات الأخلاق ومعاي الأمور.

19. Patience in learning is the key to achieving the joy of knowledge

فمن صبر على ذلك التعب وجد لّذة العلم تفوّغ لّذات الد.

20. Affection will instill the existence of benefits to himself and others

يتعني أن يكون صاحب العلم مشففا ناصحا غير حامد فالحسد يضّ وراءه.

21. The perfection of knowledge can be achieved by studying every day

فبّين أن لايضِّط طالب العلم الأمور والساعات ويغتنم الليالر والخلوات.

22. Studying with people who are older or more experienced will lead to the perfection of their knowledge

فبّين أن يغتنم الشيوخ ويستفيد منهم، وليس كلّ مافي ما يدرّ.

23. Other people's knowledge can be obtained by humbling themselves to him

فأيعلم عزّ عزاً فيه * لايدرك إلا بذلّ لاعزة فيه وقال القائل: أرى لك نفسا تشتهي أف تعزّىا * فلا تتظاهر العزة حتّ تذلّا.

24. The nature of Wara 'or be careful of cases that are doubtful will keep away from disaster

عن رسول الله صلى الله عليه وسلم أنه قال: من لم يتوعّ في تعلم ابنه لا يعلمه تعلّاً أربعة أحدها: إذا أنّ يتعيّ في شبابه أو يوقع في الرسائل أو يعتليه مخاطبة السلطان.

25. By doing Adab and

ومن فتاون بالألب حرم السنن، ومن فتاون بالسنن حرم الفراق ومن فتاون
The Urgency of Learning Motivation in The Millenial Era: Al-Zarnuji’s Perspective

Sunnah will achieve the perfection of knowledge.

26. Diligent study and istiqomah, evening prayers, eat a little, can strengthen his memorization.

27. Lying, sleeping in the morning, sleeping a lot, sleeping naked, urinating standing up, eating in the middle of the day, eating while lying on your back, letting food scraps scatter, burning floating skin, sweeping the floor with a cloth, or at night, letting rubbish littering the house.

28. Performing the perfect prayer, praying duha, reading Al-Waqi’ah before going to bed at night, Al-Ma’idh, Al-Muzammil, Al-Lail, Al-Insyirah, arriving at the mosque before the call to prayer, keeping ablution, sunnah before the Fajr prayer, witr prayers at home and do not talk about world affairs afterwards, do not much hang out with women unless there is a need, smile, shadaqah, do not talk that is meaningless it will all bring rizqi.

Raw Text:

Sunnah will achieve the perfection of knowledge.

أقوى أسباب الحفظ: الجدة والدواظة وتقليل الغداء وصلاة الليل.

26. أقوى أسباب الحفظ: الجدة والدواظة وتقليل الغداء وصلاة الليل.

27. لئذ يدنع الرزق وكثرة النوم تورث الفقر وفقن العلم أيضا. قال الفائل شعرًا:

سهر الناس في نس العصام " وجمع العلم في ترك المغاصي والنوم عريانا، والبول عريانا، والأكل حبيا إلى أخرها...كان ذلك يورث الفقر.

28. وأن لا يتكلم بكلام للغو. وقيل: من اشتكى بما لا يعجبه فإنه ما ينعبه. قال:

بزعمه: إذا رأيت الرجل يكثر الكلام في استيقت مبوعه أقوى الأسباب الجالبة للرزق إقامة الصلاة بالتعظيم والخشوع وتعديل الأركاف وسائر واجباتها وسائر نصائحها، وقدرت الزيادة في ذلك مؤوية وقراءة سورة الواقعة بصوصا في الليل وقت النوم وقراءة الملوك والمئة، إذا عشى ولم تشريح لك إلخ...ألا يتكلم بكلام للغو.
Motivation arising from outside oneself

| No. | Internal Motivation                                                                 | article |
|-----|-------------------------------------------------------------------------------------|---------|
| 1.  | Prophet Muhammad SAW. requires learning science                                      | 1       |
| 2.  | Good and smart friends and teachers will influence a person’s learning process      | 3       |
| 3.  | Glorifying knowledge or books, friends, teachers and their families will lead to the blessing of their knowledge | 4       |
| 4.  | The strength of Islam is by looking after yourself                                   | 5       |
| 5.  | The perfection of knowledge can be obtained                                          | 6       |
| 6.  | Size and methods are good for memorizing and learning                                | 6       |
| 7.  | Doing immorality and many sins, restless in worldly affairs, Eating coriander, apples that are still sour, seeing the cross, reading the grave writing, walking on the sidelines of camel tarakit, throwing live lice to the ground, laying on the nape of the head, will cause students to become forgetful. | 13      |

Source: Data Analyze form Talimul Mutallim Book
The Urgency of Classical Learning Motivation in The Millennial Era

From the discussion and theory above, motivation has an important role in determining achievement and enthusiasm for learning because motivation will encourage someone to achieve goals so that the desired goals can be achieved. And if students are motivated to learn, there will be effective learning which will ultimately result in high learning achievement. In other words, the intensity of one's motivation will greatly determine the level of achievement of their learning achievement.\(^{39}\)

In learning activities, students who are in the learning process have a strong and clear motivation, and will be diligent and successful in their learning. This is because there are three functions of motivation, namely: encouraging humans to act and carry out activities, determine the direction of their actions, and select their actions. So that students' actions are always in line with the learning goals they will achieve.\(^{40}\)

So, motivation can be interpreted as the strength (energy) of a person which can cause a level of willingness to carry out an activity. Willingness either comes from within the individual himself (intrinsic motivation) and from outside the individual (extrinsic motivation). How strong an individual's motivation will determine the quality of the behavior he displays, both in the context of learning, work and in other life.\(^{41}\)

The Millennial generation who are now often relied on for their role in the world of education today. It can be seen that their interest in learning has decreased drastically, because millennials, especially in Indonesia, are already addicted to the internet which is misused, not just to seek information related to science.\(^{42}\)

The difference between this study and other research is that this study has described and classified the motivation written by Imam Zarnuji in his Ta'lim Mutaaлим book, which the motivation conveyed in the Book reaches hundreds of motivations, but this research tries to reduce these motivations into two groups, namely motivation intrinsic and extrinsic which are very influential to encourage students' enthusiasm for learning when learning.

From the explanation of the theory above, the classic motivation in the ta'lim mutaaлим book in the form of intrinsic motivation is that there are twenty-eight motivations, namely: 1). People who have more knowledge than animals and even angels 2). Good intention is the key to success and success 3). Deliberation will make things easy and good results 4). Patience and perseverance are the basis of virtue. 5) By being serious, he will get something 6). High ideals will deliver a real dream 7). Knowledge will be eternal, even after death 8). Bulgohm disease in a person causes ignorance and laziness 9). Taking notes can be

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\(^{39}\) Juni Astuti, Mona Novita, dan M. Syukri Ismail, “Peningkatan Motivasi Belajar Menggunakan Contextual Teaching and Learning Di Madrasah Ibtidaiyah Raudhatul Mujawwidin Tebo,” \textit{Jurnal Educativa: Journal of Educational Studies} 5, no. 1 (1 Juli 2020): 16–28, https://doi.org/10.30983/educative.v5i1.1630.

\(^{40}\) Thohir, C, dan Dardiri, “A Comparative Study on Sheikh Az-Zarnuji Thought and Idealism in the Philosophy of Education.”

\(^{41}\) Richard M. Ryan dan Edward L. Deci, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,” \textit{Contemporary Educational Psychology} 25, no. 1 (1 Januari 2000): 54–67, https://doi.org/10.1006/ceps.1999.1020.

\(^{42}\) I-Fan Liu, “The Impact of Extrinsic Motivation, Intrinsic Motivation, and Social Self-Efficacy on English Competition Participation Intentions of Pre-College Learners: Differences between High School and Vocational Students in Taiwan,” \textit{Learning and Motivation} 72 (1 November 2020): 101675, https://doi.org/10.1016/j.lmot.2020.101675.
useful 10), thinkable to find the problems it faces 11). With munadharah, deliberation and mudzakarah, the truth will be easily achieved 12). Less cost should not be used as a reason for dropping out of seeking knowledge 13). Will always be thankful Allah will always add the pleasure 14). Misery is the key to failure, and generosity is the key to success 15). Tama 'or hoping that someone else's gift can destroy someone's personality 16). Tawakkal the key to success 17). A heart that is troubled and restless because of thinking about worldly affairs will lead to love of the world 18). By enduring trials will be obtained glory 19). Patience in learning will get glory 20). love for others causes the benefits of science, perfection can be achieved by studying every day 21). Learning with parents or more experienced people will have more perfect knowledge 22). Knowledge of others can be obtained by inferiority to him 23). The nature of Wara 'or being careful of true matters will keep oneself from calamity 24). By doing Adab and Sunnah you will achieve the perfection of knowledge 25). Diligent study and istiqamah, evening prayers, eat a little, and pray 'and others can strengthen memorization 26). Lying, sleeping in the morning, sleeping a lot, sleeping naked, peeing standing up, eating in a state of junub, eating on the back, burning onion skins, sweeping the floor with a cloth or at night, leaving the trash littering the house, passing in front of parents, calling parents by directly mentioning their names, cleaning between teeth with coarse objects, smearing dust on both hands, sitting on the porch of the door, sitting leaning against the door, ablution where people rest, sewing clothes that are in use, cleaning face with cloth, leaving cobwebs at home, lightening prayers, rushing out of the mosque after dawn prayers, going to the market in the morning, buying food from beggars, leaving containers open, turning off the lights with how to blow, write with a broken pen, do not pray for your parents well, wear a turban while standing ri, wearing pants while sitting, stingy, too thrifty, excessive in spending wealth, lazy, delaying or underestimating an affair, all of which can lead to poverty. 27). Performing prayers perfectly, praying duha, reading Surah Al-Waqi’a, before going to bed at night, Reading Surah Al-Mulk, Surat Al-Muzammil, Al-Lail, Al-Insyirah, going to the mosque before the call to prayer is performed, keeping ablution, praying Sunnah before the Fajr prayer, praying witr at home and not talking about world affairs afterward, not hanging out with women a lot unless there is a need, smiling, shadaqah, not talking about something meaningless, it will all bring rizqi 28). Doing good, staying away from actions that hurt others, respecting elders, staying in touch, praying in the morning and evening will all cause his life to be long.

These twenty-eight are actually in line with the concept of psychology which is said by Herzberg that actually what drives a person is essentially two factors, namely the Motivational factor and the hygiene or maintenance factor. The first factor, namely Motivational, is a factor that originates within a person, meaning that the twenty-eight points above are all factors that originate within a person so that they can give him enthusiasm and encouragement to carry out goals43.

43 Mirabela-Constaţa Matei dan Maria-Madeala Abrudan, “Adapting Herzberg’s Two Factor Theory to the Cultural Context of Romania,” Procedia Social and Behavioral Sciences, 13th International Symposium in Management: Management During and After the Economic Crisis, 221 (7 Juni 2016): 95–104, https://doi.org/10.1016/j.sbspro.2016.05.094.
Meanwhile, extrinsic factors (originating from outside) will determine a person's motivation, such as the following seven points: 1). Prophet Muhammad recommended learning to seek knowledge (knowledge needed or Morals) 2). Good and smart friends and teachers will influence a person's learning process 3). Glorifying knowledge or books, friends, teachers and their families will lead to the blessing of knowledge 4). The strength of Islam begins first by taking care of itself 5). The perfection of knowledge can be achieved by choosing a good day as well. 6). Good ways and methods of memorizing can make it easier to memorize 7). Immorality and many sins, restlessness in the affairs of the world will cause forgetfulness, eating coriander, sour apples, seeing the cross, reading the inscriptions on the tombstone, walking among tied camels, throwing live lice on the ground, clinging to the nape head, it would all cause students to become forgetful. The similarities with previous research are that this study both sees motivation as a source and driving force for students in the learning process and student achievement results.

CONCLUSION

From the above explanation, it can be concluded that strong motivation determines learning achievement and enthusiasm for learning, the greater the motivation that students have in the learning process, the more enthusiasm for learning and their achievements will be. While motivation arises from within a person called intrinsic motivation mentioned by Imam Zarnuji, there are twenty-eight motivations. Meanwhile, there are only seven extrinsic motivations or motivations that originate from outside. Millennial generations whose learning tendencies have begun to decline because the use of technology that is not appropriately used requires a robust motivational foundation, especially the classical motivation described by Sheik Zarnuji in the Ta'lim Al-Muta'allim book

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