

Analysis of the Recitation Of Akhlaqul Banain on the Motivation of Grade 1 Ula Students at Madrasah Diniyyah Al- Amiriyyah

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ABSTRAK

This study aims to analyze in depth how the process of reciting the book of Akhlaqul Banin at Madrasah Diniyyah Al-Amiriyyah Blokagung contributes to the motivation of grade 1 Ula students in studying. This analysis is important because the book of Akhlaqul Banin not only teaches the concept of morals theoretically, but also becomes a guideline in shaping the character of students from an early age. This research uses a descriptive qualitative approach with a case study at Madrasah Diniyyah Al-Amiriyyah Blokagung. The focus is on analyzing the process of reciting the book of *Akhlaqul Banin* and its relation to the learning motivation of Ula 1st grade students. Data were collected through observation, in-depth interviews, and documentation. Analysis was conducted interactively through reduction, presentation, and conclusion drawing, with triangulation as validity reinforcement. This approach aims to provide a comprehensive picture of the role of kitab recitation in shaping the motivation and discipline of santri learning. The results of this study indicate that the recitation of *Akhlaqul Banin* in Madrasah Diniyyah Al-Amiriyyah is effective in increasing the learning motivation of Ula 1st grade students through the internalization of akhlaq values, exemplary teachers, and a supportive pesantren environment, forming character and enthusiasm for learning in the context of intact Islamic education.

Key words; Akhlaqul Banin recitation, Santri learning motivation, Diniyyah Madrasah

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INTRODUCTION

Santri are individuals who study in pesantren, a traditional Islamic institution that focuses on teaching religious knowledge and moral formation (Latif & Hafid, 2021). They live in a pesantren environment with the guidance of kiai and ustaz, living a disciplined life in worship, learning, and social interaction (Ibrahim et al., 2024). Education for santri not only emphasizes cognitive aspects, but also character building through the study of yellow books, one of which is Akhlaqul Banin. This book is an important guide in shaping the morality and ethics of students from an early age, especially for grade 1 Ula at Madrasah Diniyyah Al-Amiriyyah. Through this study, students are guided to have

good morals, which in turn affects their learning motivation in understanding religious knowledge and applying it in everyday life.

Kitab *Akhlauqul Banin* is one of the classic books that is widely taught in pesantren, especially for beginner students (Maemonah et al., 2023). This book was compiled by Shaykh Umar bin Ahmad Baraja' and contains teachings on good manners for children and adolescents. The material in this book includes manners towards parents, teachers, fellow friends, and ethics in everyday life. In addition, *Akhlauqul Banin* also teaches the values of simplicity, discipline, and responsibility that must be owned by a santri (Asrori et al., 2025). In the context of studying this book at Madrasah Diniyyah Al-Amiriyyah, learning morals from an early age is expected to increase the learning motivation of grade 1 Ula students. By understanding and practicing the values taught in this book, students have a stronger drive to learn, both in understanding religious knowledge and applying it in everyday life, so that a noble and knowledgeable person is formed.

In practice, learning the book of *Akhlauqul Banin* at Madrasah Diniyyah Al-Amiriyyah faces several challenges related to the learning motivation of Ula grade 1 students. One of the main problems is the santri's lack of understanding of the importance of morals in everyday life, which has an impact on their low enthusiasm in studying this book (Prabowo et al., 2025). In addition, environmental factors, such as lack of support from the family or less conducive associations, also affect the internalization of the values taught in *Akhlauqul Banin*. Monotonous teaching methods can also make students lose interest in understanding the material. Therefore, a more interactive approach is needed, such as the use of story methods, discussions, and real examples in everyday life. Thus, the values in *Akhlauqul Banin* are not only understood theoretically, but also able to shape character and increase santri's learning motivation effectively.

One of the verses in the book of Akhlauqul Banin that teaches the importance of morals and discipline in learning is:

اللَّهُ يُحِبُّ مَنْ يَجْتَهِدُ فِي طَلَبِ الْعِلْمِ وَيُحَافِظُ عَلَى آدِبِهِ

"Allah loves the one who strives for knowledge and maintains his manners."

This verse emphasizes that demanding knowledge is not only about acquiring knowledge, but must also be accompanied by good manners and adab. In the context of learning motivation of Ula grade 1 students at Madrasah Diniyyah Al-Amiriyyah, the teachings in this book become an important guideline so that students not only have enthusiasm in learning, but also understand that blessed knowledge must be accompanied by good manners towards teachers, parents, and others. If santri understand and practice the values contained in Akhlauqul Banin, then their motivation to learn will increase because they realize that the knowledge they learn has the value of worship and get love from Allah.

The recitation of the Akhlaqul Banin book has a significant role in shaping the character and increasing the learning motivation of students at Madrasah Diniyyah Al-Amiriyyah. The main focus in this study is how the moral values taught in the book can influence the social behavior of students in their daily lives, both in the madrasah environment and in the community (Prabowo et al., 2024). The main reason why this book has a strong impact is because of its systematic teaching method, based on exemplary stories, and a moral approach that is tailored to the developmental level of grade 1 Ula students. At this level, santri are in the early stages of character formation, so moral education has a very crucial role in building their attitudes and motivation in studying.

As empirical evidence, observations at Madrasah Diniyyah Al-Amiriyyah show that students who regularly attend Akhlaqul Banin recitation have a higher level of awareness of values such as honesty, discipline, and respect for teachers and fellow students (Yakin, 2023). This is reflected in their daily interactions, such as the habit of giving greetings, obeying the rules of the madrasa, and showing a higher enthusiasm for learning because they believe that the knowledge gained has a blessing value (Sumantri, 2021).

Based on this analysis, it can be concluded that the recitation of Akhlaqul Banin is not just a means of learning the book, but also an instrument in internalizing social values that play a role in shaping the motivation and learning ethos of students (Maulida & Walisongo, 2018). Therefore, the development of this kitab teaching method needs to be optimized so that it is more effective in shaping the character of santri who are morally good and have a high learning spirit.

The study of learning Akhlaqul Banin in shaping the character and motivation of students has been the focus of several previous studies. Yuniar, (2022) in her research explains that this book has an important role in instilling the values of honesty, discipline, and responsibility. Through exemplary-based teaching methods, students more easily understand and practice the teachings contained in the book.

Furthermore, Kurniawan, (2021) in the journal of Islamic Education Studies discusses how the recitation of Akhlaqul Banin helps santri in understanding the concept of manners and ethics in everyday life. In his research, it was found that this book is not only a reading material, but also a guideline in behavior, both in the pesantren environment and in social life. The interaction of santri with teachers and peers is more directed, so that a more polite and respectful attitude pattern is formed.

Meanwhile, Anam, (2021) in his study emphasized that classical moral books, including Akhlaqul Banin, provide a deep understanding of the importance of having a commendable attitude in everyday life. The learning process carried out through lectures, discussions, and direct practice in everyday life is an effective means of shaping the character of santri.

From some of these previous studies, it can be understood that Akhlaqul Banin is not just a book of lessons, but also a guide in shaping the personality and motivation of students. In the context

of Madrasah Diniyyah Al-Amiriyyah Blokagung, the study of this book can provide a deeper picture of how the values taught are able to shape the mentality and attitude of Ula 1st grade students in studying and interacting in the madrasah environment.

This study offers a new perspective in analyzing the recitation of the Akhlaqul Banin book on the motivation of 1st grade Ula students at Madrasah Diniyyah Al-Amiriyyah Blokagung (Sadiah, 2019). In contrast to previous studies that focus more on the effectiveness of this book in shaping the character of students, this study will analyze in depth the process, methods, and dynamics of reciting the Akhlaqul Banin book in building the motivation of students in studying.

This study also presents an analytical approach to the learning strategies used in the recitation of the kitab, including how the delivery method, the interaction between teachers and students, and the learning atmosphere can affect the motivation of students in understanding and practicing the values contained in the kitab. The focus on the first grade Ula students is a differentiating aspect, because at this stage they are in the early phase of diniyyah education, where the form of recitation given will greatly affect the development of their mindset and readiness to learn (Kosim et al., 2023). Thus, this research is expected to provide a more comprehensive understanding of the process of reciting the book of Akhlaqul Banin in building santri motivation, as well as how the recitation method applied in Madrasah Diniyyah Al-Amiriyyah can be a model in learning the book of morals in other diniyyah institutions.

This study aims to analyze in depth how the process of reciting the book of Akhlaqul Banin at Madrasah Diniyyah Al-Amiriyyah Blokagung contributes to the motivation of grade 1 Ula students in studying. This analysis is important because the book of Akhlaqul Banin not only teaches the concept of morals theoretically, but also becomes a guideline in shaping the character of students from an early age. In the early stages of diniyyah education, santri are still in the process of adapting to classical book learning patterns, so the approach used in recitation has a big role in building their enthusiasm and awareness of the importance of knowledge.

This study will highlight the method of recitation, the interaction between teachers and students, and how students internalize the teachings of the book in their daily lives. By understanding the pattern and effectiveness of this book study, this research is expected to provide new insights for diniyyah education institutions in developing a more optimal learning strategy in forming students with morals and high learning motivation.

RESEARCH METHODS

This research uses a descriptive qualitative approach with a case study at Madrasah Diniyyah Al-Amiriyyah Blokagung. The focus of this research is to analyze the process of reciting the Akhlaqul Banin book and how the recitation is related to the motivation of Ula 1st grade students in studying.

The case study was chosen because it allows in-depth exploration of the phenomenon of yellow book learning in the early childhood education environment (P. D. Sugiyono, 2018).

This research was conducted at Madrasah Diniyyah Al-Amiriyyah Blokagung, which has a strong tradition in the recitation of classical books. The subjects of the study consisted of 1st grade Ula students as recitation participants, ustaz who taught Akhlaqul Banin, as well as madrasah officials who are responsible for the curriculum. Data were collected through direct observation, in-depth interviews, and documentation studies to obtain a comprehensive picture of the recitation process and its influence on santri motivation (P. D. Sugiyono, 2019).

In direct observation, this research observes how the recitation of the Akhlaqul Banin book is carried out, including the methods used by the ustaz in delivering the material, the interaction between teachers and students, and how students absorb and apply the values taught. In addition, observation is also directed at the behavior patterns of santri before and after attending the recitation, to understand whether there are indications of changes in their motivation to learn (Sugiyono, 2020). In-depth interviews were conducted with ustaz who teach the recitation, students of class 1 Ula, and the madrasah to dig deeper into how this book is taught, the challenges in its delivery, and how students respond to the material provided. Interviews with santri aimed to understand their experiences in attending the recitation and how this book influenced their enthusiasm for learning (S. Sugiyono, 2010).

Documentation studies were used to examine the madrasa curriculum, students' academic records, and literature related to the Akhlaqul Banin book and the method of teaching yellow classical books in pesantren and madrasah diniyyah. Data analysis was carried out interactively, namely through the process of data reduction, data presentation, and conclusion drawing, with data validity strengthened through triangulation of methods and sources (P. D. Sugiyono, 2017).

With this approach, this research is expected to be able to provide a clear picture of how the recitation of Akhlaqul Banin in Madrasah Diniyyah Al-Amiriyyah Blokagung takes place and how the methods used in the recitation can contribute to building the learning motivation of Ula 1st grade students.

RESEARCH RESULTS

Internalization of Akhlaq Values Increases the Spirit of Learning

One of the important findings in this study shows that the recitation of *the Akhlaqul Banin* book has a significant contribution to increasing the enthusiasm for learning of grade 1 Ula students at Madrasah Diniyyah Al-Amiriyyah. This recitation not only conveys the contents of the book, but also internalizes Islamic moral values and akhlaq that become important foundations in the lives of the students. Values such as honesty, responsibility, adab towards teachers and parents, and the importance of sincerity in studying become the main material in learning this book. Over time, these

values begin to be embedded in the students and can be seen in their attitude when participating in teaching and learning activities.

When students understand that studying is a form of worship and part of noble akhlaq, their motivation to be on time, listen seriously, and complete learning tasks has increased. In fact, some teachers observed a change in the behavior of students who were initially passive to become more active and enthusiastic in the lessons. This shows that strengthening akhlaq through kitab learning not only has an impact on the morality aspect, but also has a positive influence on the cognitive and affective aspects of the learning process. As stated by one of the ustadz who teaches the *Akhlaqul Banin* book, Ustadz A, in an interview session:

"We not only read the contents of the book, but also explain its meaning in depth so that the students can absorb it. Alhamdulillah, now the grade 1 students are more diligent and not shy to ask questions. They become enthusiastic because they feel that learning is part of worship, not just an obligation."

This statement reinforces the finding that the internalization of akhlaq values in the recitation process is able to encourage santri to interpret learning as part of their spiritual journey. This is a strong basis that learning classical books such as *Akhlaqul Banin* is still very relevant and effective in shaping authentic learning motivation among today's santri.

As part of the learning of the *Akhlaqul Banin* book, the process of internalizing the value of akhlaq has a significant influence on students' enthusiasm for learning. In the following, indicators will be presented that illustrate how the values of akhlaq affect learning motivation, which can help understand the findings more clearly.

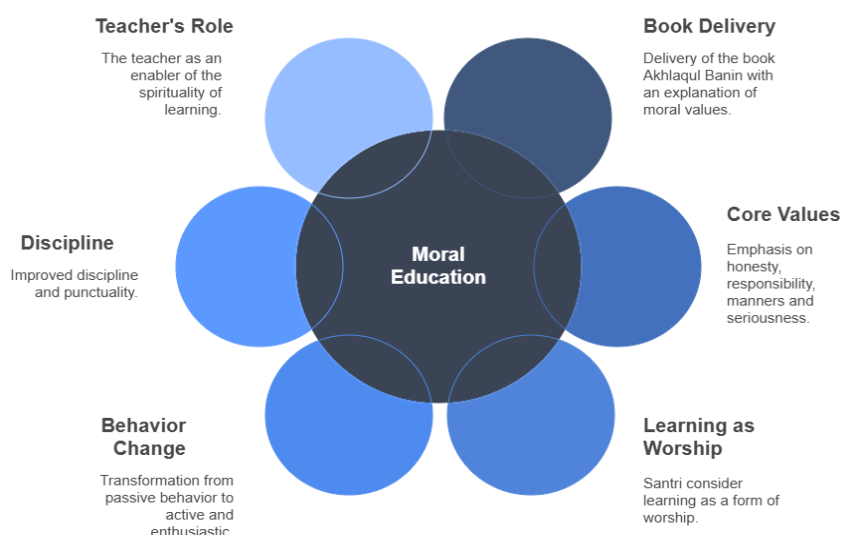


Figure 1: Indicators of Internalization of Akhlaq Values in Increasing Santri's Learning Spirit

From the indicators found, it can be concluded that the internalization of akhlaq values through the recitation of the *Akhlaqul Banin* book directly has an impact on increasing the students' enthusiasm for learning. When students understand that learning is part of worship, they show positive attitude changes, such as being more active, disciplined, and enthusiastic. The moral values instilled become the foundation that strengthens the motivation to learn from within the students, making classical book learning not only a tradition, but also an effective character education strategy.

The Role of Teachers as Role Models in Instilling Akhlaq

In the pesantren education environment, the teacher not only functions as a conveying material, but also acts as an exemplary figure who greatly determines the direction of the development of the santri's character. The findings reveal that in the recitation of the *Akhlaqul Banin* book at Madrasah Diniyyah Al-Amiriyyah, the role of the teacher as a role model is very dominant in influencing the learning motivation of the santri, especially in class 1 Ula. The teachers not only read and explain the contents of the book, but also consistently demonstrate attitudes, speech, and behavior that are in accordance with the teachings of akhlaq in the book.

Grade 1 students who are still in the early stages of adapting to pesantren life really need a figure that they can emulate directly. Teachers become the first role model they see every day. The teacher's polite attitude, patience, consistency in worship, and attention to students provide a strong emotional and spiritual impetus for students to imitate and make the spirit of learning as part of practicing akhlaq. The example creates an atmosphere of recitation that is not only cognitive but also transformative in shaping character. In an interview with one of the 1st grade Ula students, named informant R, he said:

"I like the way Ustadz Lukman teaches. He never gets angry if we are wrong, instead he explains it slowly. He also always comes earlier than us, it makes me excited not to be late. I want to be like him, his knowledge is broad and his akhlaq is good."

This statement confirms that the teacher's example has a deep psychological and moral effect on students. The teacher is not only an academic advisor, but also a character builder and a true motivator in the santri's journey of studying. This example is one of the key elements of success in learning the *Akhlaqul Banin* book as a means of increasing learning motivation.

Pesantren Environment that Supports Shaping Learning Discipline

The pesantren environment has a very important role in shaping the character and enthusiasm of santri learning. The findings of this study highlight that the conducive, religious, and disciplined atmosphere at Madrasah Diniyyah Al-Amiriyyah is a major supporting factor in increasing the motivation and consistency of santri in participating in the recitation of kitab, especially *Akhlaqul Banin*. This environment is not only formed by formal rules, but also by the culture and values that

live in the midst of the students' daily lives. The routine of congregational worship, a regular recitation schedule, and a calm learning atmosphere full of religious fervor create a very positive atmosphere for the formation of discipline.

The first-year Ula students, as newcomers to the pesantren system, slowly adjust to the rhythm of pesantren life. The recitation of the *Akblaqul Banin* book that takes place in this environment becomes more meaningful, because the moral and akhlaq messages conveyed by the teacher are in line with the real atmosphere they experience every day. The environment is not only a place of learning, but also a character education system that is inseparable from their lives. In an interview with one of the students, Informant F, he revealed:

"Here the atmosphere is different, from morning to night we study, recite the Quran, and pray in congregation. So I feel ashamed if I'm lazy. My friends also encourage each other, so I'm used to being disciplined and not being late for recitation."

This quote illustrates how the pesantren environment is not only a setting for learning, but also a system that internalizes the value of discipline naturally. The recitation of the *Akblaqul Banin* book carried out in this context contributes strongly to the formation of the character of students who are diligent, orderly, and have high learning motivation. This atmosphere forms an educational habitus that supports the success of the internalization process of scientific and akhlaq values among novice santri.

Regarding the role of the pesantren environment in shaping learning discipline, the following table illustrates the main aspects that support the creation of an atmosphere conducive to character building and santri learning motivation. The table can provide a clearer picture.

Table 1: Aspects of the Pesantren Environment that Support Santri Discipline

NO	Aspects	Description
1	Conducive Environment	The atmosphere of the pesantren, which is calm and full of religious fervor, creates an atmosphere that supports the formation of santri learning discipline.
2	Congregational Worship Routine	Worship activities such as congregational prayers are part of a daily routine that strengthens the value of santri discipline in attending recitations and other activities.
3	Regular Recitation Schedule	The recitation of the Akhlaqul Banin book is carried out with a consistent schedule, helping students develop disciplined study habits.
4	Culture of Mutual Encouragement	Friends support and motivate each other, creating a positive culture in shaping the discipline and enthusiasm for learning.

A conducive pesantren environment, with regular worship and recitation routines, plays an important role in shaping the students' learning discipline. The religious values and discipline applied

in pesantren, coupled with a culture of mutual support among fellow students, make the learning atmosphere more meaningful and effective. This shows that the pesantren environment can strengthen learning motivation and support the development of santri character.

RESEARCH DISCUSSION

Internalization of Akhlaq Values Increases the Spirit of Learning

The interpretation of these findings shows that the process of reciting the *Akhlaqul Banin* book acts as an effective medium in building students' intrinsic motivation through the internalization of Islamic values. When students understand that learning is not only an academic demand, but also part of worship and practicing moral values, their enthusiasm for learning grows naturally. This is in line with the *Self-Determination* theory from Ryan & Deci, (2024), which states that learning motivation increases when individuals feel that the activities carried out have personal meaning and spiritual value. This finding also strengthens the results of a previous study by Jamil, (2024), which states that classical book learning in pesantren is very effective in shaping the character and spirituality of students. Compared to the cognitive learning model alone, the pesantren approach through books such as *Akhlaqul Banin* emphasizes affective and ethical aspects that are able to touch the deepest awareness of students. In this context, the role of the teacher not only as a teacher, but also as a spiritual guide who connects knowledge with akhlaq. Therefore, learning classical books is not only a tradition, but also a deep and relevant pedagogical strategy in building sustainable learning motivation in the younger generation in pesantren.

The Role of Teachers as Role Models in Instilling Akhlaq

The interpretation of this finding confirms that the teacher's exemplary in learning kitab *Akhlaqul Banin* has a significant influence on increasing santri learning motivation. Teachers who are able to represent the values of akhlaq in real terms become a source of inspiration for students to imitate not only intellectually, but also in their daily attitudes and behaviors. This is in line with the *Social Learning* theory of Rotter, (2021), which states that learning occurs effectively through the process of observation and imitation of models that are considered credible. In the context of pesantren, teachers have a strategic position as the main model in shaping the character of santri, especially for class 1 Ula who are in the period of spiritual and academic identity formation. Previous studies by Giroux, (2024) on the role of teachers in classical kitab learning also found that teacher behavior that is in line with the content of the book can accelerate the internalization of moral values in santri. The consistent example of the teacher creates an exemplary learning atmosphere, reviving the affective dimension in the learning process. Therefore, the role of the teacher in the recitation of

the kitab is not only instructional, but also transformational, where the values of akhlaq become the main driving force in forming a sincere and sustainable spirit of learning among students.

Pesantren Environment that Supports Shaping Learning Discipline

The interpretation of this finding shows that the structured and religious environment of pesantren plays an important role in fostering discipline and motivation to learn. The influence of the environment on learning behavior can be explained through the *Ecological Systems* theory from El Zaatari & Maalouf, (2022) , which states that individual development is strongly influenced by the environmental system in which it interacts directly. In the context of Madrasah Diniyyah Al-Amiriyyah, a supportive environment including an orderly schedule, religious routines, and a culture of motivating each other between students is part of the microsystem that shapes the learning behavior of grade 1 Ula students. Previous studies by Rofi'i & Zahroh, (2024) also found that a conducive pesantren environment was able to increase students' perseverance and commitment to learning and worship activities. The recitation of the *Akblaqul Banin* book, which is conducted in the midst of this religious atmosphere, is not only a means of transferring knowledge, but also a strong value internalization tool through real experiences experienced by santri every day. The collective atmosphere of the pesantren creates positive social pressure that makes santri feel ashamed to be undisciplined or lazy. Thus, the pesantren environment is not only a setting for learning, but also an agent of character education that is integrated with the learning process and the formation of scientific habitus and noble akhlaq.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the process of reciting *Akblaqul Banin* in Madrasah Diniyyah Al-Amiriyyah has a significant contribution to increasing the learning motivation of Ula grade 1 students through three main pillars, namely the internalization of akhlaq values, exemplary teachers, and a supportive pesantren environment. The values of akhlaq taught in the book, such as honesty, responsibility, and adab towards the teacher, succeeded in shaping the students' enthusiasm for learning because they understand that learning is part of worship. This internalization process is in line with Self-Determination theory, where motivation grows from within when individuals feel their activities have spiritual meaning. The role of teachers as role models is also an important factor in the formation of santri character. By showing behavior that is consistent with the contents of the book, the teacher becomes a real model that the santri emulate, supporting Bandura's social learning theory. In addition, the orderly, religious, and supportive pesantren environment forms an educational habitus that encourages discipline and high learning motivation. This finding confirms that learning classical books such as *Akblaqul Banin* is still

very relevant as a pedagogical strategy in shaping character, increasing motivation, and instilling the value of akhlaq as a whole in the context of pesantren-based Islamic education.

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