

## **BUILDING HUMANISTIC EDUCATION IN LEARNING: IMPLEMENTATION OF THE CONCEPT OF TEACHER PERSONALITY ACCORDING TO AL-ZARNUJI**

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### **ABSTRACT**

*This study discusses the concept of teacher personality according to Al-Zarnuji and its relevance in building humanistic and inclusive education in learning. Al-Zarnuji identified six main characteristics that a teacher must have, namely sincere intentions, compassion, consistency in learning, avoiding envy, avoiding conflict, and avoiding hostility. These characteristics are an important foundation in forming a conducive learning environment and increasing student learning motivation. This study uses a qualitative approach with a descriptive-analytical method through a literature study of the book Ta'lim al-Muta'allim and contemporary Islamic education literature. The results of the study show that teacher personality has a significant impact on the formation of student character, especially in moral, social, and intellectual aspects. In the context of modern education, Al-Zarnuji's concept remains relevant to face the challenges of globalization in the digital era, where teachers are required to not only have academic competence, but also to be role models for their students. By instilling the values of sincerity, compassion, and patience, a teacher can create a humanistic learning environment in an effort to support the holistic development of students.*

**Keywords:** Teacher personality, Al-Zarnuji, humanist education, student character.

### **ABSTRAK**

Penelitian ini membahas konsep kepribadian guru menurut Al-Zarnuji dan relevansinya dalam membangun pendidikan yang humanis dan inklusif dalam pembelajaran. Al-Zarnuji mengidentifikasi enam karakteristik utama yang harus dimiliki oleh seorang guru, yaitu niat yang tulus, kasih sayang, konsistensi dalam pembelajaran, menghindari dengki, menghindari pertikaian, dan menghindari permusuhan. Karakteristik ini menjadi landasan penting dalam membentuk lingkungan pembelajaran yang kondusif serta meningkatkan motivasi belajar peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif-analitis melalui studi kepustakaan terhadap kitab *Ta'lim al-Muta'allim* serta literatur pendidikan Islam kontemporer. Hasil penelitian menunjukkan bahwa kepribadian guru memiliki dampak signifikan terhadap pembentukan karakter peserta didik, terutama dalam aspek moral, sosial, dan intelektual. Dalam konteks pendidikan modern, konsep Al-Zarnuji tetap relevan untuk menghadapi tantangan globalisasi di era digitalisasi, dimana guru dituntut untuk tidak hanya memiliki kompetensi akademik, tetapi juga menjadi teladan bagi peserta didiknya. Dengan menanamkan nilai-nilai keikhlasan, kasih sayang, dan kesabaran, seorang guru dapat menciptakan lingkungan pembelajaran yang humanis dalam upaya mendukung perkembangan holistik peserta didik.

**Kata kunci:** Kepribadian guru, Al-Zarnuji, pendidikan humanis, karakter peserta didik.

## **1. INTRODUCTION**

Schools and madrasah as formal educational institutions have an important role in developing the nation's intelligence by forming students' behavior holistically in spiritual, social, intellectual, and life skills aspects (Law of the Republic of Indonesia No. 20 of 2003). In line with the goals of national education, the education system in Indonesia is directed to develop the potential of students to become individuals who are faithful, have noble character, are intelligent,

independent, and have a democratic spirit. In its development, the education curriculum has undergone various adjustments in order to balance student competencies, as seen in the implementation of the Competency-Based Curriculum (KBK) in 2004, the School Unit Level Curriculum (KTSP) in 2006 which emphasizes character education, and the 2013 Curriculum which emphasizes the balance between attitudes, knowledge, and skills (Mulyasa, 2003; Author Team, 2010). Likewise, in the Independent Curriculum, which emphasizes the importance of developing student character through the application of the Pancasila Student Profile concept (BSKAP Kemendikbudristek, 2022).

The role of teacher is very crucial in shaping the character of students through education in schools and madrasahs. Teachers are not only educators, but also role models who influence the behavior and development of students in everyday life (Padil & Suprayitno, 2010). Therefore, teachers must have adequate teaching competence in order to carry out their educational function optimally. Education that is oriented towards building student character aims to create a generation that is not only intellectually intelligent, but also has commendable skills and attitudes, both in relation to God and in social interaction (Mulyasa, 2005). Thus, education in schools and madrasahs must continue to be developed to achieve balance in cognitive, affective, and psychomotor aspects, as mandated in the national education policy.

Education has a fundamental role in building the character of students, especially in the learning process which is the main task of a teacher. Humanist education is becoming an increasingly important concept in the world of modern education, because it emphasizes respect for humanity and individual differences. In Islam, Al-Zarnuji's thoughts in the book *Ta'lim al-Muta'allim* emphasize that a teacher must have a good personality, including sincerity of intention, compassion, and commitment in educating. This article discusses how to implement the concept of teacher personality according to Al-Zarnuji in building humanist education in the learning process (Al-Zarnuji, 2010).

## **2. LITERATURE REVIEW**

### **The Concept of Teacher Personality According to Al-Zarnuji**

Literature on teacher personality in Islamic education has been widely discussed by classical and modern Muslim scholars. One of the figures who made a major contribution to the concept of Islamic education is Al-Zarnuji through his work *Ta'lim al-Muta'allim*. According to Al-Zarnuji, a teacher must have six main characteristics, namely sincere intentions, compassion, consistency in learning, avoiding envy, avoiding conflict, and avoiding hostility (Al-Zarnuji,

2010). This concept emphasizes that the success of education does not only depend on the teacher's ability to teach, but also on the personal qualities of the teacher himself.

Several previous studies also strengthen Al-Zarnuji's view on the importance of teacher character in shaping students. Al-Ghazali (2005) emphasized that a teacher does not only act as a teacher, but also as a moral role model who must demonstrate good morals in everyday life. This is in line with Muhaimin's research (2018) which states that a strong teacher personality has a significant effect on student learning motivation and the effectiveness of the learning process.

In addition, research by Hidayat & Malik (2020) shows that teachers who have empathy, discipline, and patience are more effective in creating an inclusive and conducive learning environment. Teachers who show affection to their students will be able to build emotional closeness that will have an impact on increasing their learning motivation.

In the context of modern education, various studies also confirm that teachers who have strong characters are able to adapt to the challenges of the times, including in facing technological developments and changes in learning methods. According to Mulyasa (2005), character education in the curriculum must be supported by the role of teachers who have superior personalities, because teachers are not only a source of knowledge, but also an inspiration for their students.

Thus, it can be concluded that the concept of teacher personality according to Al-Zarnuji is still relevant in today's education. Teachers who have good personalities will not only increase the effectiveness of learning, but also help in forming better student characters. Along with the development of science and technology, this approach can be adapted to create a more humanistic education model, based on Islamic values.

In addition, the concept of teacher personality according to Al-Zarnuji also has broad implications in building an education system that is oriented towards character building. Education is not only about transferring knowledge, but also about building the personality and morals of students. Therefore, teachers who have sincere intentions and a loving attitude will find it easier to build positive relationships with their students. This is in line with research conducted by Wibowo (2017) which found that teachers who are sincere in teaching can increase student involvement in the learning process. In addition, teachers who are able to show exemplary behavior in everyday life will be more respected and followed by their students, which will ultimately shape their character in accordance with Islamic values.

In the era of globalization and digitalization of education, the challenges in shaping the character of students are increasingly complex. Teachers must not only have good pedagogical

skills, but must also be able to be role models in real life. According to Nasution (2019), character-based learning requires integration between teacher professional competence with moral and ethical values. Therefore, the approach developed by Al-Zarnuji remains relevant in facing the challenges of modern education. By instilling values such as sincerity, compassion, and patience, a teacher can create a conducive learning environment and encourage students to become individuals with noble character. Character education based on Islamic values is expected to be able to produce a generation that not only excels in academics, but also has good ethics and morals in their personal and social lives.

### **3. METHOD**

This study uses a qualitative approach with a descriptive-analytical method to explore the role of education in the formation of individual character and personality in an Islamic perspective with a humanist approach. The main source in this study is the book *Ta'lim al-Muta'allim* by Al-Zarnuji, which is studied in depth using the library research method.

Data collection was conducted through a literature review of various sources, both primary and secondary, related to the concept of Islamic education, the role of teachers, and the formation of students' morals. Data analysis was conducted using content analysis techniques, where texts in the book *Ta'lim al-Muta'allim* were studied to find the relevance of Islamic education principles to the challenges of modern education in relation to humanist education. Data validity was guaranteed through source triangulation by comparing the concepts contained in the book Al-Zarnuji with contemporary Islamic education literature.

### **4. FINDING AND DISCUSSION**

#### **4.1 The Concept of Teacher Personality According to Al-Zarnuji**

Al-Zarnuji identified six main characteristics that a teacher should have:

1. Sincere Intentions: Teachers must have sincere intentions in teaching, solely to seek the pleasure of Allah SWT.
2. Affection: Teachers must show affection to students, creating a comfortable and supportive learning environment.
3. Consistency in Learning: Teachers must be consistent and persistent in the learning process, ensuring that the material is delivered well and understood by students.
4. Avoiding Envy: Teachers must distance themselves from envy and jealousy, both towards fellow teachers and towards students.

5. Avoiding Conflicts: Teachers should avoid unproductive conflicts and debates, maintaining harmony in the educational environment.
6. Avoiding Hostility: Teachers must distance themselves from hostility, both inside and outside the educational environment.

Learning is a process of interaction between teachers and students that focuses on efforts to foster learning motivation through various appropriate strategies. In this context, intention becomes a strong foundation for teachers to manage learning optimally and for students to take learning seriously. As a central actor, teachers must have a strong intention in fostering a positive learning attitude in students, so that they consciously carry out learning activities in accordance with the nature and purpose of education. Students' learning attitudes reflect their mental readiness in undergoing the learning process and contribute to their life experiences in the future. This attitude must continue to be strengthened sustainably because it is dynamic and formed from the learning experiences they have.

In the context of teacher personality, Al-Zarnuji identified six main characteristics that a teacher must have, namely piety, compassion for students, exemplary behavior, knowledge, patience, and simplicity (Al-Zarnuji, 2010). Teachers who have these six characteristics will be better able to shape students' learning motivation and create a conducive learning environment. As stated by Muhaimin (2018), a teacher's strong personality based on moral and intellectual values will have a significant impact on students' success in achieving learning goals. This is in line with the opinion of Al-Ghazali (2005), who stated that teachers are not only tasked with transferring knowledge, but also act as moral educators who must provide the best examples for their students. In addition, according to Hidayat & Malik (2020), teachers who have good personalities will find it easier to build emotional relationships with students, so that they are more motivated to learn and develop their potential.

In the era of increasingly rapid development of science and technology, students' learning motivation needs to be continuously improved, where this motivation is rooted in strong intentions, both from teachers in teaching and from students in learning. By having a personality that is in accordance with educational values, teachers will be more effective in shaping students' characters and improving the quality of learning in madrasas and schools. Therefore, integrity, empathy, and professionalism are very important for a teacher to have.

## **4.2 Implications of Humanistic Education in the Context of Contemporary Learning**

In the context of contemporary learning, the implications of humanist education in learning are becoming increasingly important considering the development of the era that demands adaptation in learning approaches. Learning is not just transferring knowledge, but must also pay attention to aspects of motivation, character, and social skills of students. Humanist education is one approach that can be applied, namely motivation-based learning, where the teacher's sincere intention in teaching can be the main driver in increasing students' enthusiasm for learning. Strong motivation in students will create a more effective and productive learning environment.

In addition, humanist learning also plays an important role in building positive relationships between teachers and students and between students themselves. With this approach, the learning process becomes more inclusive and collaborative, so that students feel comfortable and encouraged to be active in learning. In line with that, character education is the main foundation in forming students' personalities who are not only intellectually intelligent but also have strong moral values. Teachers must be able to be role models in demonstrating good attitudes and behaviors, so that students can emulate and internalize positive values in their lives.

In facing the challenges of globalization, adaptive humanist education becomes an important strategy in equipping students with critical thinking, communication, and collaboration skills. The ability to accept differences and collaborate with various parties will help students in facing the dynamics of social life. The humanist education approach also ensures that all students, including those with special needs, get equal learning opportunities and gain meaningful learning experiences. Thus, education becomes fairer and more accessible to all groups. Furthermore, humanist education emphasizes the importance of building harmonious relationships in the learning environment. Teachers play a role in creating a safe, comfortable, and conflict-free atmosphere, so that students can learn calmly and effectively. With this approach, students will be accustomed to resolving differences wisely and building better social relationships.

Overall, education in the modern era must adopt a more learner-centered approach by emphasizing aspects of motivation, character, inclusiveness, and social skills. Education that is not only oriented towards academics, but also on the formation of attitudes and morals of students, will be better able to produce a competent generation that is ready to face future challenges. Therefore, innovation in learning is needed so that education can continue to develop in accordance with the needs of the times and is able to produce individuals who are not only

intelligent, but also have good personalities and are able to adapt to various social and cultural conditions.

Modern education demands a more holistic approach to learning, where cognitive, affective, and psychomotor aspects must be developed in a balanced manner. According to Vygotsky (1978), learning must be based on social interaction, where students can build their knowledge through active involvement with teachers and the surrounding environment. This is in line with the concept of humanist learning, which emphasizes the importance of interpersonal relationships in the teaching and learning process. By creating an environment full of empathy and openness, students will feel more appreciated, which ultimately increases their motivation to learn (Maslow, 1987).

Furthermore, humanist education has a crucial role in shaping the personality of students into individuals who have strong moral values. According to Lickona (1991), effective character education must involve three main components, namely moral knowing, moral feeling, and moral action. Teachers as the main agents in learning must be able to apply these three aspects in daily learning so that students not only understand moral values, but also internalize them in real actions. In this context, the concept of teacher personality according to Al-Zarnuji remains relevant, because it emphasizes the importance of teacher role models in educating their students with Islamic values (Al-Zarnuji, 2010).

In addition, humanist education that contains inclusive values is increasingly becoming a concern in the global education system, especially in ensuring that every student has the same rights to receive education. UNESCO (2009) emphasized that inclusive education is not only about providing access to education for students with special needs, but also ensuring that each individual gets learning opportunities that are in accordance with their needs and potential. This is in line with the findings of Slee (2011) who emphasized that inclusivity in education can increase students' self-confidence and independence in developing their potential.

In facing the challenges of globalization and rapid social change, humanistic education is an indispensable strategy. According to Brookfield (2017), education must provide space for students to develop critical thinking, communication, and adaptation skills so that they are ready to face dynamic changes. In this context, the role of teachers is very important in guiding students to have flexibility in thinking and behaving. By implementing humanistic learning strategies, students will be better prepared to face future challenges and become more innovative individuals.

Thus, a learner-centered educational approach, based on moral values, and oriented towards the development of 21st century skills is very much needed in today's education system. Teachers not only act as learning facilitators, but also as moral and social guides who help students to develop holistically. The concept of teacher personality according to Al-Zarnuji, which emphasizes aspects of intention, compassion, and exemplary behavior, as a manifestation of humanistic education, remains relevant and can be adapted in various modern educational contexts.

#### **4.3 Humanistic Education in Learning**

Humanist education emphasizes student-centered learning and developing human values. According to Freire (2000), education must be liberating and empowering for students. In the context of learning, the implementation of this concept can be realized by:

- Creating a learning environment that supports and values diversity.
- Building positive relationships between teachers and students with a loving approach.
- Encourage students' exploration and creativity in the learning process.
- Implementation of various learning methods by adapting learning methods to the needs of students.
- Strengthening collaboration between teachers, parents, and communities through inclusive education which requires support from various parties in order to run effectively.

In accordance with Al-Zarnuji's thoughts, humanist education can also be strengthened by the exemplary behavior of teachers who demonstrate a patient, loving, and wise attitude in educating. Humanist education aims to provide equal learning opportunities for all students, including those with special needs. In Islam, humanist education is in accordance with the concept of *rahmatan lil 'alamin*, which emphasizes justice and equality in gaining knowledge (Idris, 2014).

#### **4.4 Six Pillars of Teacher Personality in Al-Zarnuji's Perspective**

This study found six main findings (novelty) related to the concept of teacher personality according to Al-Zarnuji which have implications for the implementation of humanist education in the modern Islamic education system. First, a sincere intention in teaching to obtain the pleasure of Allah SWT is the main foundation in carrying out teaching duties with full



responsibility. Second, the teacher's affection creates a comfortable and humanist learning environment, so that students feel appreciated and more motivated.

Third, responsibility in learning is reflected in the harmony between the teacher's words and actions, the depth of knowledge, and discipline that are the foundation for character education. Fourth, avoiding envy fosters an attitude of gratitude and peace of mind. Fifth, avoiding conflict helps build more persuasive communication and respects differences in education. Sixth, avoiding hostility encourages students to accept each other, think positively, and maintain harmony in the learning environment. From these findings, it can be concluded that the characteristics of teacher personality play an important role in forming a more modern and effective Islamic education system.

## 5. CONCLUSION

Humanist education in Islam, as taught by Al-Zarnuji, emphasizes the importance of compassion, justice, and respect for individual diversity in the learning process. Humanist education focuses on developing individual potential with a compassion-based approach, while inclusive education ensures that every individual has an equal opportunity to learn. The implementation of this concept in modern Islamic education can help create a more just, effective, and Islamically-based education system. The personality of a teacher who has a sincere intention in learning, which is reflected in learning that prioritizes a compassionate approach based on individual differences, to explore and develop the potential of each child, is the core of humanistic and inclusive education. Teachers are figures to be respected and emulated. The teacher's personality reflected in learning becomes the foundation for the development of humanistic and inclusive education, which serves as a learning and role model for children to actively participate in humanistic and inclusive education.

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