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 'allim* 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'allim* dalam pembelajarannya untuk memotivasi siswanya. Penelitian ini bertujuan untuk mengetahui dan merangkum 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 Muta '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 mencakup kewajiban untuk mencari pengetahuan, menemukan guru dan teman baik, serta menjauhi perbuatan amoral. Saran untuk penelitian lebih lanjut agar dapat mengukur berapa persen motivasi intrinsik dan ekstrinsik yang dapat meningkatkan prestasi dan semangat belajar.

Kata Kunci: Motivasi Belajar, Kitab *Ta'lim Al-Muta'allim*, Motivasi Ekstrinsik dan Intrinsik.

INTRODUCTION

In the era of millennial 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 learn¹.

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 fail⁴.

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 goals⁵. 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

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 Khairunnisa 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.ebib.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.⁷

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 atmosphere⁸. 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.⁹

According to Dimiyati and Mudjiono¹⁰ 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.¹⁰ If there is no progress in the learning outcomes then it means that the student did not achieve the learning process properly¹¹. 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 studied¹².

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.¹³ 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 process¹⁴.

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 Viii Mts Negeri 1 Pangandaran," *DIKSATRASIA* 1, no. 2 (31 Agustus 2017): 306–10, <https://jurnal.unigal.ac.id/index.php/diksatrasia/article/view/634>.

¹⁰ Dimiyati 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 Ngalm, *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 Syekh Az- Zarnuji Dalam Kitab Ta'limul Muta'allim Wathoriqotutta'allumi)," *Al-Fikrah: 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 period¹⁵. 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.¹⁶

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 conveyed¹⁷. 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 later¹⁸. It was all expressed in the Book of *ta'lim muta'allim* 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 students¹⁹.

Until in the Modern era like today, the *ta'lim al-muta'allim* 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.²⁰ 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 *ta'lim al-muta'allim*²¹. 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

LAIN Sulthan Thaba Saifuddin 6 (2015), <https://www.neliti.com/publications/56675/rekrutman-guru-dalam-manajemen-pendidikan-islam-studi-tentang-pemilihan-guru-men>.

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, Konsepsi 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://ejournal.iainpekalongan.ac.id/index.php/edukasiaislamika/article/view/773>.

¹⁹ Rizqiyatul Muyassaroh, "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-Jarnuji," *Jurnal Pendidikan Agama Islam-Ta'lim* 10, no. 1 (2012).

²¹ Effendi Chairi, "Pengembangan Metode Bandongan Dalam Kajian Kitab Kuning Di Pesantren Attarbiyah Guluk-Guluk Dalam Perspektif Muhammad Abid al-Jabiri," *Nidhomul 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 literature²². 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 others²³.

Data analysis is carried out using of 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-Hanafī, he is a writer who came from Bukhara.²⁴ And some say his name is Tajuddin bin Ibrahim bin Al-Khalil Zarnuji.²⁵²⁶ He was born around 570 Hijriyah.²⁷ Maryati quotes Djudi's opinion that Imam

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 Fillughab Wal 'lam* (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 *tawbeed* 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.³² 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 Sheik Imam Zarnuji.

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

²⁷ Sodiman Sodiman, "Etos Belajar Dalam Kitab Ta'lim Al-muta'allim Thaa'riq Al-ta'allum Karya Imam Al-zarnuji," *Al-Ta'lim* 6, no. 2 (Desember 2013): 56–72, <https://www.neliti.com/publications/235741/etos-belajar-dalam-kitab-ta'lim-al-muta'allim-thaa'riq-al-ta'allum-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 dan 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 Thohir, 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 Widyanto, "Etika Hubungan Pendidik Dan Peserta Didik Menurut Perspektif Pendidikan Islam Dan Pendidikan Barat (Studi Komparatif Pemikiran al-Zarnuji Dan Paulo Freire)," *DAYAH* 1, no. 2 (1 Juli 2018): 164–81, <https://doi.org/10.22373/jie.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/ujs.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'allim," *Journal of Childhood Education* 2, no. 2 (1 November 2019): 176–92, <https://doi.org/10.30736/jce.v2i1.37>.

³⁴ Hasan Langgulung, *Manusia 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'alim*, 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'allim* 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'allim*

Imam Zarnuji in the Book of *ta'lim muta'alim* 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'alim* 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 environment³⁸.

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

³⁵ Alfianoor Rahman, "Pendidikan Akhlak Menurut Az-Zarnuji Dalam Kitab Ta'lim al-Muta'allim," *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 Syekh Az- Zarnuji Dalam Kitab Ta'limul Muta'allim Wathoriqotutta'allumi)."

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'allim," *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan* 7, no. 2 (2014): 32–40.

Motivation arising from his own personality (internal)

Table 1. Motivation arising from his personality

No.	Internal Motivation	article	editor in the Book
1.	People who have knowledge will be more noble than animals, or angels	1	وشرف العلم لا يخفى على أحد إذ هو المختصّ بالإنسانية لأنّ جميع الخصال سوى العلم, يشترك فيها الإنسان وسائر الحيوانات: كالشجاعة والجرأة والقوة والجلود والشفقة وغيرها سوى العلم. وبه أظهر الله تعالى فضل آدم عليه السلام على الملائكة, وأمرهم بالسجود له وإنما شرف العلم بكونه وسيلة إلى البرّ والتقوى الذي يستحقّ بها المرء الكرامة عند الله والسعادة والأبدية.
2.	Good intentions are the key to success and success	2	ثمّ لا بدّ له من النية في زمان تعلّم العلم, إذ النية هي الأصل في جميع الأفعال. لقوله عليه السلام : إنما الأعمال بالنيات
3.	Deliberation will make matters easy and the results satisfactory	3	ينبغي أن يشاور في كلّ أمر , فإنّ الله تعالى أمر رسوله عليه الصلاة والسلام بالمشاورة في الأمور ولم يكن أحد أفطن منه , ومع ذلك أمر بالمشاورة, وكان يشاور أصحابه في جميع الأمور حتّى حوائج البيت. قال على كرم الله وجهه : ما هلك امرؤ عن مشورة
4.	Patience and perseverance are the basis of all things	3	: واعلم أنّ الصبر والثبات أصل كبير في جميع الأمور ولكنّه عزيز, قيل لكلّ إلى شأو العلا حركات * ولكن عزيز في الرجال ثبات
5.	By being serious anything will be easy	5	ثمّ لا بدّ من الجدّ والمواظبة والملازمة لطالب العلم , وإليه الإشارة في القرآن الكريم : يا يحيى خذ الكتاب بقوة. وقوله تعالى : والذين جاهدوا فينا لنهدينهم سبلنا .
6.	High ideals will deliver a real dream	5	فلا بدّ لطالب العلم من الهمة العالية في العمل, فإنّ المرء يطير بهمته الطير يطير : بمجناحيه, وقال أبو الطيّب رحمه الله تعالى على قدر أهل العزم تأتي العزائم * وتأتي على قدر الكرام المكارم وتعظم في عين الصغیر صغارها * وتصغر في عين العظيم العظائم
7.	Science will be eternal, even if it has passed away	5	والعلم النافع يحصل به حسن الذكر ويبقى ذلك بعد وفاته فإنّه حياة أبدية أنشدنا : الشيخ الإمام الاجلّ ظهير الدين مفتي الأئمة الحسن بن على المعروف بـ المرغيناني الجاهلون موتى قبل موتهم * والعالمون وإن ماتوا فأحياء أخو العلم حيّ خالد بعد موته * وأوصاله تحت التراب رميم وذو الجهل ميت وهو يمشي على الثرى * يظهر من الأحياء وهو علم
8.	Bulghom disease in a person will cause someone to be stupid and lazy		وقد يتولّد الكسل من كثرة البلغم والرطوبات طريق تقليله, تقليل الطعام . قيل : اتفق سبعون طبيباً على أنّ النسيان من كثرة البلغم, وكثرة البلغم من كثرة شرب الماء, وكثرة شرب الماء من كثرة الأكل

9.	By noting knowledge a lot of benefits will be obtained	6	وينبغي أن يعلّق السبق بعد الضبط والإعادة كثيرا، فإنه نافع جدّ. ولا يكتب المتعلّم شيئا لا يفهمه، فإنه يورث كلاله الطبع ويذهب الفطنة ويضيع أوقاته
10.	By often thinking will be able to find the problems at hand	6	وينبغي أن يجتهد في الفهم عن الأستاذ بالتأمل والتفكير وكثرة التكرار، فإنه إذا قلّ السبق وكثرة التكرار والتأمل يدرك ويفهم. قيل : حفظ حرفينو خير من سماع وقرين، وفهم حرفين خير من حفظ سطرين. وإذا تحاوت في الفهم ولم يجتهد مرة أو مرتين يعتاد ذلك فلا يفهم الكلام اليسير
11.	With <i>munadbarah</i> , deliberation and <i>mudzakarah</i> , the truth can certainly be obtained	6	ولابدّ لطالب العلم من المذاكرة، والمناظرة، والمطارحة، فينبغي أن يكون كلّ منها بالإنصاف والتأني والتأمل، يتحرز عن الشغب أي الغضب، فإنّ المناظرة والمذاكرة مشاورة، والمشاورة إنما تكون لإستخراج الصواب
12.	The lack of money in his life cannot be used as an excuse for not seeking knowledge	6	وليس صحيح العقل والبدن عذر في ترك التعلّم والتفقه، فإنه لا يكون أفقر من أبي يوسف، ولم يمنعه ذلك من التفقه
13.	By always being grateful, Allah will always add to his pleasure	6	من كان له مال كثير فنعم المال الصالح للرجل الصالح، المنصرف في طريق العلم. قيل لعالم : بم أدركت العلم؟ قال : بأب غني. لأنه كان ينتفع به أهل العلم والفضل، فإنه سبب زيادة العلم لأنه شكر على نعمة العقل والعلم، وإنه : سبب الزيادة. قيل : قال أبو حنيفة رحمه الله إنما أدركت العلم بالحمد والشكر، فكلمّا فهمت ووفقت على فقه وحكمة قلت : الحمد لله، فازداد علم
14.	Stingy nature is the key to failure, and Generosity is the key to success	6	ومن كان له مال كثير فلا يبخل، وينبغي أن يتعوّذ بالله من البخل. قال النبي عليه السلام : أيّ دواء أدوأ من البخل. وكان أبو الشيخ الإمام الأجلّ شمس الأئمة الحلواني، رحمه الله فقيرا يبيع الحلواء، وكان يعطي الفقهاء من الحلواء ويقول : ادعوا لابني، فبركة جودة واعتقاده وشفقته وتضرعه إلى الله تعالى نال ابنه مانال
15.	<i>Tama</i> 'or hope that someone else's gift can destroy himself	6	والعالم إذا كان طماعا لا يبقى له حرمة العلم ولا يقول بالحقّ ولهذا كان يتعوّذ صاحب الشرح عليه السلام ويقول أعوذ بالله من طمع يديني إلى طمع
16.	<i>Tamakkal</i> is the key to	7	ثمّ لابدّ لطالب العلم من التوكّل في طالب العلم ولا يهتمّ لأمر الرزق ولا يشتغل

	success		قلبه بذلك. روى أبو حنيفة رحمه الله عن عبد الله بن الحارث الزبيدي صاحب رسول الله صلى الله عليه وسلم : من تفقه في دين الله كفى همه الله تعالى ورزقه . من حيث لا يحتسب
17.	A heart that is troubled and agitated at the thought of worldly affairs will prevent a person from achieving high glory	7	فإن من اشتغل قلبه بأمر الرزق من القوت والكسوة قل ما يتفرغ لتحقيق مكارم الأخلاق ومعالي الأمور . قيل : دع المكارم لاترحل لبغيتها * واقعد فإنك أنت الطاعم الكاسي
18.	By enduring all the trials will be able to obtain glory	7	ولابد من تحمل النصب والمشقة في سفر التعلم, كما قال موسى صلوات الله على الله على نبينا وعليه في سفر التعلم ولم ينقل عنه ذلك في غيره من الأسفار ((لقد لقينا من سفرنا هذا نصبا
19.	Patience in learning is the key to achieving the joy of knowledge	8	فمن صبر على ذلك التعب وجد لذة العلم تفوق لذات الدين
20.	Affection will instill the existence of benefits to himself and others	9	ينبغي أن يكون صاحب العلم مشفقاً ناصحاً غير حاسد فالحسد يضر . ولا ينفع
21.	The perfection of knowledge can be achieved by studying every day	10	فينبغي أن لا يضيع طالب العلم الأوقات والساعات ويغتني الليالي والخلوات
22.	Studying with people who are older or more experienced will lead to the perfection of their knowledge	10	وينبغي أن يغتنم الشيوخ ويستفيد منهم, وليس كل ما فات يدرك
23.	Other people's knowledge can be obtained by humbling themselves to him	10	قيل : العلم عز لا ذل فيه * لا يدرك إلا بذل لا عز فيه وقال القائل : أرى لك نفساً تشتتهي أن تعزها * فلست تنال العز حتى تذها
24.	The nature of <i>Wara</i> 'or be careful of cases that are doubtful will keep away from disaster	11	عن رسول الله صلى الله عليه وسلم أنه قال : من لم يتورع في تعلمه ابتلاه الله تعالى بأحد ثلاثة أشياء : إما أن يمته في شبابه, أو يوقعه في الرساتيق, أو يبتليه بخدمة السلطان
25.	By doing Adab and	11	ومن تهاون بالأدب حرم السنن, ومن تهاون بالسنن حرم الفرائض ومن تهاون

			بالفرائض حرم الآخرة
	Sunnah will achieve the perfection of knowledge		
26.	Diligent study and istiqomah, evening prayers, eat a little, can strengthen his memorization	12	أقوى أسباب الحفظ : الجدّ والمواظبة وتقليل الغذاء وصلاة الليل
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,	12	نوم الصبح يمنع الرزق وكثرة النوم تورث الفقر وفقر العلم أيضا. قال القائل شعرا : سرور الناس في لبس اللباس * وجمع العلم في ترك المعاصي والنوم عريانا, والبول عريانا, والأكل جنبا إلى آخرها... كل ذلك يورث الفقر
27.	Performing the perfect prayer, praying duha, reading <i>Al-Waqi'ah</i> before going to bed at night, <i>Al-Mulk</i> , <i>Al-Muzammil</i> , <i>Al-Lail</i> , <i>Al-Insyirah</i> , 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	13	وأن لا يتكلم بكلام لغو. وقيل: من اشتغل بما لا يعنيه فاته ما يعنيه. قال بزرجمهر: إذا رأيت الرجل يكثر الكلام في استيقن بجنونه أقوى الأسباب الجالبة للرزق إقامة الصلاة بالتعظيم والخشوع وتعديل الأركان وسائر واجباتها وسننها وآدابها وصلاة الضحى في ذلك معروفة وقراءة سورة الواقعة خصوصا في الليل وقت النوم وقراءة الملك والمزمل والليل إذا يغشى وألم نشرح لك الخ... وأن لا يتكلم بكلام لغو
28.	Doing good deeds, avoiding acts that hurt	13	وأما ما يزيد في العمر : البرّ وترك الأذى وتوقير الشيوخ وصلة الرحم وأن يقول

others, respecting older people, friendship, praying in the morning and evening will cause longevity

حين يصبح ويمسي كل يوم ثلاث مرّات : سبحان الله ملء الميزان إلخ...وزنة العرش.

Source: Data Analyze form Talimul Mutallim Book

Motivation arising from outside oneself

Table 2 Motivation arising from outside oneself

No.	Internal Motivation	article	editor in the Book
1.	Prophet Muhammad SAW. requires learning science	1	قال رسول الله صلى الله عليه وسلم : طلب العلم فريضة على كلّ مسلم ومسلمة
2.	Good and smart friends and teachers will influence a person's learning process	3	عن المرء لا تسأل وأبصر قرينه * فإنّ القرين بالمقارن يقتدي
3.	Glorifying knowledge or books, friends, teachers and their families will lead to the blessing of their knowledge	4	اعلم أنّ طالب العلم لا ينال العلم ولا ينتفع به إلا بتعظيم العلم وأهله.
4.	The strength of Islam is by looking after yourself	5	قال عليه السلام : نفسك مطيتك فارفق بها
5.	The perfection of knowledge can be obtained Achieved a good day selection too	6	قال رسول الله صلى الله عليه وسلم : ما من شيء بدئ يوم الأربعاء إلا وقد تمّ
6.	Size and methods are good for memorizing and learning	6	وينبغي لطالب العلم أن يكثر سبق الأمس خمس مرّات وسبق اليوم الذي قبل الأمس أربع مرّات .والسبق الذي قبله ثلاثا والذي قبله اثنين والذي قبله واحدا فهذا أدعى إلى الحفظ
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	وأما ما يورث النسيان فهو : المعاصي وكثرة الذنوب والهموم والأحزان في أمور الدنيا وكثرة الإشتغال والعلائق

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 achievement³⁹.

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 achieve⁴⁰.

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 life⁴¹.

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 science⁴².

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 Mutaalim* 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 mutaalim* 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). *Bulghom* disease in a person causes ignorance and laziness 9). Taking notes can be

³⁹ Juni Astuti, Mona Novita, dan M. Syukri Ismail, "Peningkatan Motivasi Belajar Menggunakan Contextual Teaching and Learning Di Madrasah Ibtidaiyah Swasta Raudhatul Mujawwidin Tebo," *Jurnal Educative: 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," *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," *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 *munadbarah*, 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, letting leftovers scattered, 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'ah* 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-Constața Matei dan Maria-Madela 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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