



Implementation of Islamic Education Principles in The Modern Madrasa Curriculum: A Study of Ta'lim Al-Muta'allim

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ABSTRACT

Objective: This study examines the implementation of Islamic education principles from the book *Ta'lim al-Muta'allim* by Burhanuddin al-Zarnuji in the learning process at madrasas. These principles emphasize the importance of adab (etiquette), sincere intentions, and ethics in education, which remain relevant to modern educational contexts. **Method:** Using a qualitative approach with a case study methodology and literature review, this research combines in-depth interviews, observations, and document analysis to explore how these principles are applied in Madrasah Al Ishlah. **Results:** The findings reveal that key principles such as right intention, respect for teachers, diligence, and knowledge practice have been successfully integrated into the learning environment at Madrasah Al Ishlah. These principles have significantly contributed to developing students' character, including discipline, responsibility, and noble morals. However, challenges persist in balancing moral education with the academic demands of the curriculum. **Novelty:** This study highlights the relevance of *Ta'lim al-Muta'allim* in contemporary Islamic education, demonstrating that its principles not only enhance the quality of religious education but also offer a robust model for character education in madrasas, bridging the gap between academic achievements and moral development.

INTRODUCTION

The main weakness of the current curriculum is the large number of subject matter that students must master. This overload of material often causes students to feel depressed and overwhelmed, reducing their interest in learning. As a result, a deep understanding of the material is often replaced by efforts to memorize information for short-term goals, such as exams and educational systems that emphasize academic grades as the primary benchmark of student success. This neglects the development of non-academic aspects such as social, emotional, and life skills, which are equally important in facing real-life challenges (Riyan, 2023). In the previous research entitled *The Concept of Islamic Education in the Book of Ta'lim al-Muta'allim by Al-Zarnuji and Its Implementation in the Context of Islamic Education, Explaining the Principles of Education in Islam* provides a moral and ethical foundation that becomes a foothold in the learning process (Atikahi et al., 2024). One of the classic books that discusses the principles of Islamic education in depth is *Ta'lim al-Muta'allim* by al-Zarnuji. This book guides the teaching and learning process that emphasizes cognitive, spiritual, and ethical aspects, which are relevant to today's educational needs, especially in madrasa (Purba, 2021).

Book *Ta'lim al-Muta'allim* has become a significant reference for many traditional Islamic educational institutions, especially in Southeast Asia (Marlini et al., 2024). This

The book pays special attention to manners or ethics in learning, both for teachers and students (Munir, 2020). In the context of learning in madrasas, these principles can provide a clear direction in forming a teaching pattern under Islamic education's goals, namely, forming Kamil people who are faithful, noble, and knowledgeable. Learning in madrasas has its characteristics compared to other educational institutions. Madrasah teaches general sciences and emphasizes Islamic religious education, which covers various disciplines, such as tafsir, hadith, fiqh, and morals. Thus, the implementation of the principles of Islamic education in the book *Ta'lim al-Muta'allim* can significantly contribute to strengthening learning in madrasas, both in terms of teaching methodology and character development of students (Muslihin, 2021).

By examining the potential for "*Ta'lim al-Muta'allim*" to inform modern pedagogical strategies, this research addresses a significant gap in the existing literature, which has primarily focused on the traditional applications of the text without considering its relevance in contemporary educational contexts. The findings will contribute to the ongoing discourse on the modernization of Islamic education, highlighting the necessity for madrasas to adapt their curricula in response to the challenges of globalization and the evolving educational landscape. The main novelty of this research lies in integrating the educational principles of the book *Ta'lim al-Muta'allim* with the modern curriculum in madrasas. This was done to examine the relevance and implementation of the principles of classical Islamic education in the challenges and needs of the contemporary education system, which currently focuses more on literacy, numeracy, and character education as suggested by the *Merdeka Learning* policy. Previous research tended to only examine *Ta'lim al-Muta'allim* in a traditional context without seeing the opportunity for its implementation in modern education oriented to the national curriculum.

The study of implementing these principles is expected to provide a clearer picture of the relevance of the book *Ta'lim al-Muta'allim* in modern education. In addition, this research is also expected to provide recommendations for other madrasas in developing learning approaches based on Islamic values so that students not only get knowledge but also have good manners and morals. Studies on implementing these principles in Madrasah Al Ishlah show that education based on Islamic values significantly impacts the formation of students' character. Values such as patience, perseverance, and respect for knowledge and teachers are the foundation of the learning process. The results of education that prioritizes manners can be seen in the high level of discipline, sense of responsibility, and humility among students in the madrasah.

Literature review

Islamic Education Principles in The Modern Madrasa Curriculum

Islamic educational principles within the contemporary madrasa curriculum are profoundly entrenched in classical Islamic doctrines while concurrently accommodating the exigencies of modern educational paradigms. These principles amalgamate religious tenets with current pedagogical methodologies to foster a comprehensive educational framework. The contemporary madrasa curriculum accentuates the cultivation of moral integrity, spiritual maturation, and cognitive capacities, ensuring that students are adequately equipped to confront the exigencies of the contemporary milieu. The ensuing sections delineate the fundamental principles and their implementation within the modern madrasa curriculum.

Integration of Traditional and Modern Educational Methods Islamic pedagogy in contemporary madrasas assimilates traditional instructional techniques such as war

(dialogue), qishah (narratives), and metal (analogies) to enhance student comprehension and engagement. These methodologies are efficacious in reinforcing ethical values and advancing critical analytical skills (Afifah, 2024). The curriculum further incorporates contemporary educational principles, encompassing inclusive education, information technology, and competency-driven education, sustaining its pertinence in the modern epoch (Alfatih, 2023).

Emphasis on Spiritual and Ethical Values The modern madrasa curriculum prioritizes enhancing spiritual values and ethical conduct. It strives to cultivate students who exhibit obedience to Allah, embody a profound religious disposition, and manifest ethical comportment in their quotidian lives (Faruq et al., 2024). Educators are pivotal in fostering a constructive learning atmosphere, promoting dialogue, and nurturing a sense of belonging among students (Assefa, 2024a; Assefa, 2024b; Romanovska & Novak, 2024). This methodology aids in fortifying Islamic values and principles within a contemporary framework (Dalimunthe, 2023).

Curriculum Design and Content The curriculum is meticulously crafted to be coherent and systematically organized, delineating a series of knowledge requisite for attaining the objectives of Islamic education. It is derived from the Qur'an and Hadith, ensuring the content is congruent with Islamic teachings (Nidawati, 2021). The curriculum encompasses activities that incorporate learning frameworks, material content, and strategic methodologies for student learning, which are executed to engender a generation that is exceptionally capable and possesses suitable interests and aptitudes (Faruq et al., 2024).

Balancing Religious and Secular Knowledge Islamic education within contemporary madrasas endeavors to reconcile religious knowledge with secular instruction. This strategy promotes social equity and intercultural collaboration, equipping students to actively construct a more just society (Helmy et al., 2024). The curriculum also tackles the challenges presented by technological progress, religious diversity, and evolving societal values, ensuring that students are adequately prepared to navigate the intricacies of the contemporary world (Sufhariyanto et al., 2023).

While the synthesis of Islamic principles with modern pedagogical approaches remains a central focus, it is imperative to acknowledge the challenges and disparities that emerge from this convergence. The fundamental distinctions between Islamic and modern educational philosophies, such as the prominence of humanism in contemporary education, can engender divergent educational outcomes. Nevertheless, through adopting a transformative paradigm, Islamic education can evolve in response to the complexities of the modern era, empowering learners to cultivate a robust spiritual foundation and make constructive contributions to society.

About *Ta'lim al-Muta'allim*

Ta'lim al-Muta'allim represents a foundational text composed by the esteemed Islamic scholar Burhanuddin al-Zarnuji during the 12th to 13th centuries. This literary work is an exhaustive manual for learners pursuing enlightenment, accentuating the interconnected significance of ethical principles, pedagogical methodologies, and moral comportment. Its doctrinal assertions transcend the superficial attainment of knowledge, prioritizing instead of cultivating virtuous character, which is considered indispensable for personal and spiritual advancement. For an extensive duration, *Ta'lim al-Muta'allim* has served as a pivotal element in Islamic education, profoundly shaping the experiences of students, educators, and educational institutions.

The text delineates many pedagogical techniques and ethical frameworks designed to steer students toward realizing moral excellence. At the heart of this methodology lies the notion of *akhlaqul Karima*, which denotes commendable actions that become intrinsic to an individual's character (Filantropi & Martoyo, 2024). Genuine intentions, systematic study, and an optimal learning environment are prerequisites for successful memorization and comprehension (Afidah & Hafidzi, 2024). These tenets establish the groundwork for both intellectual achievement and ethical soundness.

In addition to exploring learning methodologies, the text emphasizes moral and spiritual maturation as integral dimensions of education. Al-Zarnuji promotes conduct that aligns with divine approval and serves the welfare of others, conceptualizing morality as a conduit to worldly and spiritual fulfillment (Afidah & Hafidzi, 2024). Furthermore, *Ta'lim al-Muta'allim* proffers counsel on the upbringing of devout offspring, highlighting the necessity of fostering virtuous morals and shielding them from detrimental influences (Ayyub & Mardiana, 2024). This emphasis on character development illustrates its comprehensive approach to the educational process.

The educational repercussions of *Ta'lim al-Muta'allim* are extensive, particularly within Islamic educational frameworks such as traditional boarding schools and *majlis ta'lim*. It constitutes an essential resource for character development and ethical education, frequently incorporated into the implicit curriculum to influence students' moral compass and conduct beyond the academic setting (Ayyub & Mardiana, 2024; Muna & Agustina, 2024). The principles articulated in this text have also shaped counseling methodologies that align with Islamic values, providing structured strategies for personal growth and problem resolution (Habsy et al., 2024). Additionally, it informs teaching methodologies by advocating for respect toward educators and implementing disciplined learning practices (Azizah & Syaie, 2024).

Although firmly anchored in Islamic tradition, the principles espoused in *Ta'lim al-Muta'allim*—ethical learning, moral rigor, and comprehensive development—possess universal applicability. Its insights regarding the amalgamation of morality and education are a precursor to contemporary educational paradigms prioritizing the formation of well-rounded individuals. Nevertheless, its primary utilization persists within Islamic education, which remains essential for fostering intellectual and spiritual advancement.

Why al-Zarnuji's *Ta'lim al-Muta'allim*?

Al-Zarnuji's *Ta'lim al-Muta'allim* constitutes a seminal contribution to Islamic educational philosophy, maintaining its significance in contemporary education discussions. This scholarly work presents a comprehensive framework for learning, underscoring the pursuit of knowledge and incorporating moral and ethical dimensions. Its emphasis on cultivating intellectual acumen and character development is congruent with modern educational objectives aimed at fostering holistic individuals (Ibrahim et al., 2022; Thwe & Kalman, 2023). Moreover, the treatise accentuates the significance of lifelong learning, which resonates profoundly with prevailing trends in educational policy and scholarly research. By promoting continuous personal and intellectual advancement, *Ta'lim al-Muta'allim* retains substantial relevance in responding to the exigencies of a constantly transforming global landscape (Thwe & Kalman, 2023).

The pedagogical insights provided by Al-Zarnuji substantially augment the work's significance. His advocacy for student-centered educational practices and the teacher's role as a facilitator aligns harmoniously with contemporary pedagogical approaches

emphasizing active participation and critical analysis (Ibrahim et al., 2022; Pacifico et al., 2021). This alignment underscores the perennial applicability of his strategies in cultivating effective learning environments. Furthermore, the text's cultural and historical context enriches our comprehension of Islamic educational customs, offering viewpoints that can inspire inclusive and culturally responsive practices in modern educational settings (Abdullah et al., 2020).

Despite its roots in traditional philosophical thought, *Ta'lim al-Muta'allim* exhibits remarkable adaptability to present-day challenges. Integrating its foundational principles with contemporary innovations such as active learning methodologies and professional development initiatives can facilitate the establishment of a more dynamic and efficacious educational framework (Ibrahim et al., 2022; Scaradozzi et al., 2019). By connecting traditional wisdom with avant-garde pedagogical practices, this work delineates a distinctive path for addressing the intricate demands characterizing 21st-century education. Ultimately, Al-Zarnuji's influential text motivates educators and learners, exemplifying the enduring significance of a balanced and ethical approach to knowledge acquisition and personal development.

RESEARCH METHOD

This study uses a qualitative approach with a case study method to explore implementing Islamic education principles from *Ta'lim al-Muta'allim* in learning at Madrasah Al Ishlah in North Cikarang, Bekasi Regency. The literature review method is used to describe the literature study and clarify the field of study of this research. This method was chosen because it allows researchers to comprehensively understand how these principles are applied in the specific context of the madrasah (Assyakurrohim et al., 2023)

The steps in implementing the case study method include several data collection techniques. First, data were collected through in-depth interviews, participatory observations, and analysis of documents, such as curriculum and teaching materials, to obtain a complete picture of the implementation of *Ta'lim al-Muta'allim* principles. Interviews were conducted with madrasah principals, four teachers, one school committee, 1 guardian, and two students to explore their views on applying these principles and their impact on learning. Participatory observation is also carried out with researchers directly involved in activities in the classroom and the madrasah environment to observe the interaction between teachers and students and apply the principles of *Ta'lim al-Muta'allim* in daily life. This observation includes students' behavior towards teachers, learning atmosphere, and student manners during the learning process. The data analysis was conducted using Microsoft Word to transcribe the interviews and an Android recording application to capture the audio of the discussions.

RESULTS AND DISCUSSION

Results

The results of this study were compiled using a qualitative approach and case study methodology. This approach combined in-depth interviews, observations, and document analysis to explore the application of these principles in Madrasah Al Ishlah.

Implementing the Principles of Islamic Religious Education According to the Book of *Ta'lim al-Muta'allim*

Based on in-depth interviews, classroom observations, and document analysis, it was found that teachers and students had internalized the principle of correct intention well.

"Before starting the lesson, the teacher always reminds students to straighten out their intentions, namely to study to get closer to Allah, and teachers also often lead prayers together to strengthen these intentions. Students feel more encouraged to learn seriously after understanding the importance of the right intention".

"The principle of respect for teachers is also well applied. Students show polite and respectful attitudes, such as listening to the teacher carefully, asking permission before speaking, and not disobeying orders. This attitude shows the successful implementation of adab towards teachers, as taught in Ta'lim al-Muta'allim. Teachers actively teach and exemplify good manners through actions and advice". – Husin as the school's principal.

Furthermore, perseverance and patience in learning are also important findings. Students do not give up easily when they have difficulty understanding the lesson.

"They continue to try until they understand the material, driven by positive teacher reinforcement. This principle shapes students to be more patient and diligent, not only in learning but also in daily life". – Endang as a teacher.

The principle of choosing a good study partner is also well implemented.

"Observations showed that students often group with friends with the same passion for learning, and teachers encourage them to work together in group discussions and assignments. Students experience a positive and supportive learning environment, both academically and behaviorally". – Dina as a student.

In addition, the practice of knowledge in daily life is also an important part of learning at Madrasah Al Ishlah. Teachers provide tangible examples of how religious science can be applied in daily life, and students are taught to behave according to religious teachings in social interactions. Many students claim to have applied the values they learned in the madrasah in family and community life.

"Analysis of curriculum documents shows that the values of Islamic education from Ta'lim al-Muta'allim have been well integrated into subjects such as Fiqh, Aqidah, and Akhlak, which include the values of manners and ethics. Teachers consistently combine knowledge transfer with character formation in the learning process". – Sahlan as curriculum division.

Another finding is the positive impact of the implementation of these principles on the character of students. Students at Madrasah Al Ishlah demonstrate high discipline, politeness, responsibility, and a commitment to maintaining good relationships with teachers and friends. However, this study also found several obstacles, such as the challenge of balancing the teaching of moral values with high academic demands and the difficulty of some students in applying these principles outside the madrasah environment. This shows the need for a more effective strategy to integrate Islamic educational values with the demands of the modern curriculum.

Discussion

Bibliometric Analysis and Research Trends of *Ta'lim Muta'alim*

Although the book is not explicitly mentioned in the Scopus bibliometric analysis, the field of Islamic education, including works such as “*Ta'lim al-Muta'allim*,” has experienced increased scholarly attention. Research in this area is growing, particularly in South and Southeast Asia (Machali & Suhendro, 2022; Sumanti et al., 2024). Bibliometric studies focus on broader trends in Islamic education rather than individual works. This suggests that although the book is influential in educational practice, its academic footprint in indexed publications may not be as prominent. Further research could comprehensively explore its citations and influence in the academic literature.

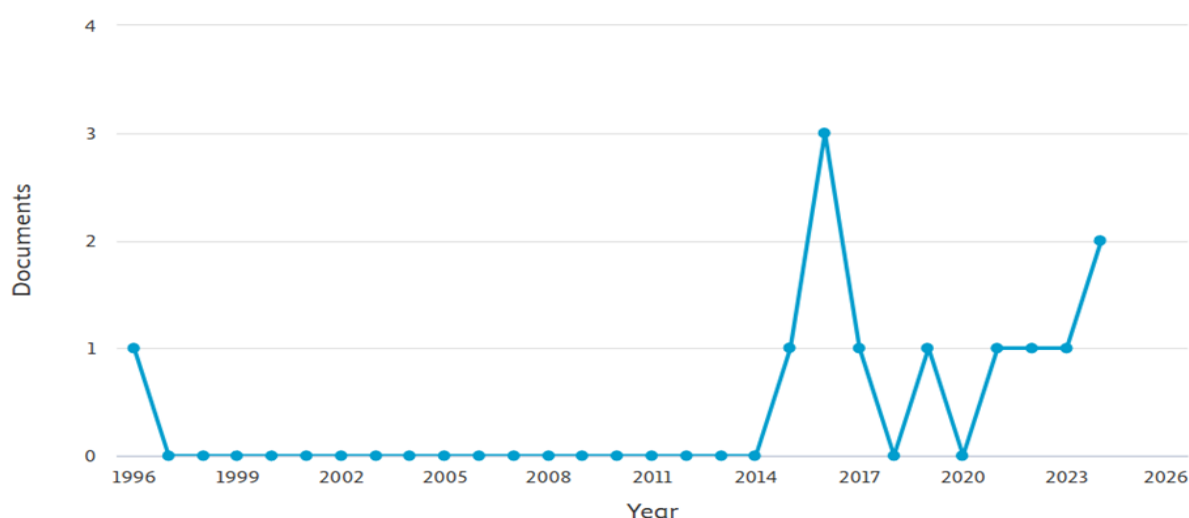


Figure 1. Documents by year.

Figure 1 elucidates trends in publication volumes over time, characterized by distinct fluctuations and discernible patterns. Notably, a considerable apex in publications was observed in 2011, with an estimated four documents disseminated during that particular year. The graph further illustrates intervals of decline, especially in 2002, 2014, and 2017, during which a marked decrease in publications is evident. Nevertheless, commencing in 2020, a pronounced upward trajectory is evident, signifying a resurgence in either scholarly interest or output within the domain represented by these documents. The data corresponding to the years after 2023 is either projected or estimated, indicating a forecasted consistent publication growth in the foreseeable future. This projection implies a continuous and stable increase in publications in the forthcoming years, reflecting sustained scholarly engagement with the subject matter. The growing recognition of this field suggests that researchers are committed to advancing knowledge and actively seeking innovative solutions and applications that could address current challenges. This commitment to exploration and innovation will likely foster collaborations across disciplines, ultimately enriching the research landscape and leading to transformative outcomes that benefit society. This trend shows that researchers are increasingly recognizing the importance of this field, potentially leading to discoveries and advancements that can further improve understanding and application.

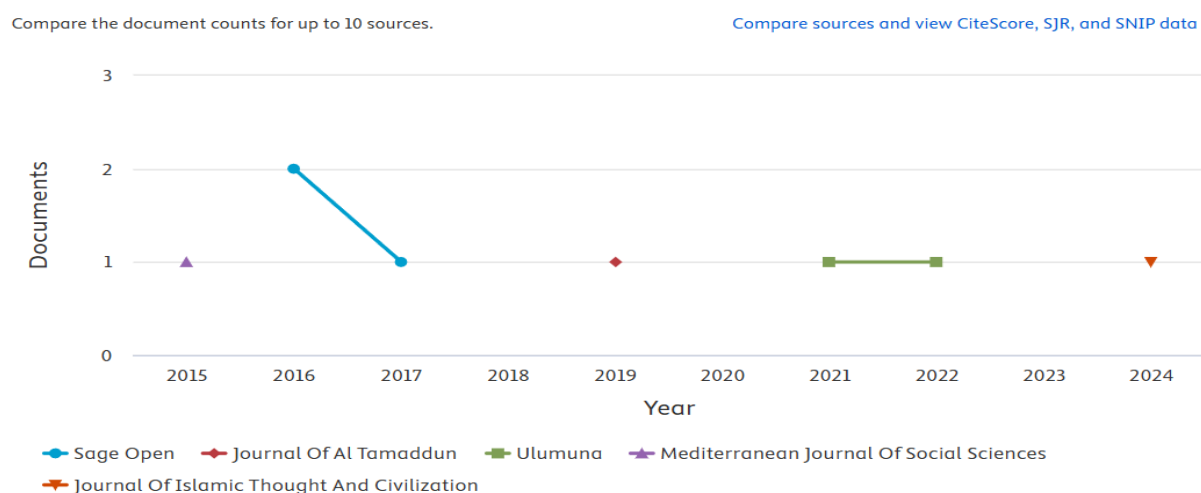


Figure 2. Documents per year by source.

The visual representation Figure 2 showcases a line graph that delineates the trends in publication across multiple years for various academic journals. This graph encompasses the years 2015 to 2024, with the horizontal axis denoting the years and the vertical axis indicating the volume of documents published. Each line in the graph indicates a distinct journal, with each line assigned unique colors to facilitate straightforward identification. Figure 2 elucidates several significant trends. A noteworthy observation is the pronounced decrease in publications for a specified journal, denoted by the blue line, from 2015 to 2016. After this decline, the publication volume for this journal appears to stabilize, implying a potential alteration in editorial policy, a modification in impact, or an external variable influencing its output during that timeframe. In contrast, the other journals exhibit a relatively stable rate of publication, characterized by only minor fluctuations, which suggests that they have sustained a consistent output throughout the years.

These trends imply that, while one journal encountered a temporary reduction, potentially attributable to internal shifts or external influences, the overall stability observed in the other journals may signify enduring interest and steady submission rates within their respective domains. This analytical examination underscores how publication trends can yield insights into the complexities of academic publishing and the determinants affecting journal output across temporal dimensions. Understanding these dynamics is crucial for researchers and institutions alike, as it can inform strategic decisions regarding where to submit their work and how to navigate the evolving landscape of academic publishing. Such insights can also guide journals in their editorial policies and outreach efforts, ensuring they remain relevant and responsive to the needs of the academic community. This responsiveness is essential in fostering a vibrant scholarly ecosystem where innovation and collaboration can thrive while addressing the challenges of an increasingly competitive publishing environment.

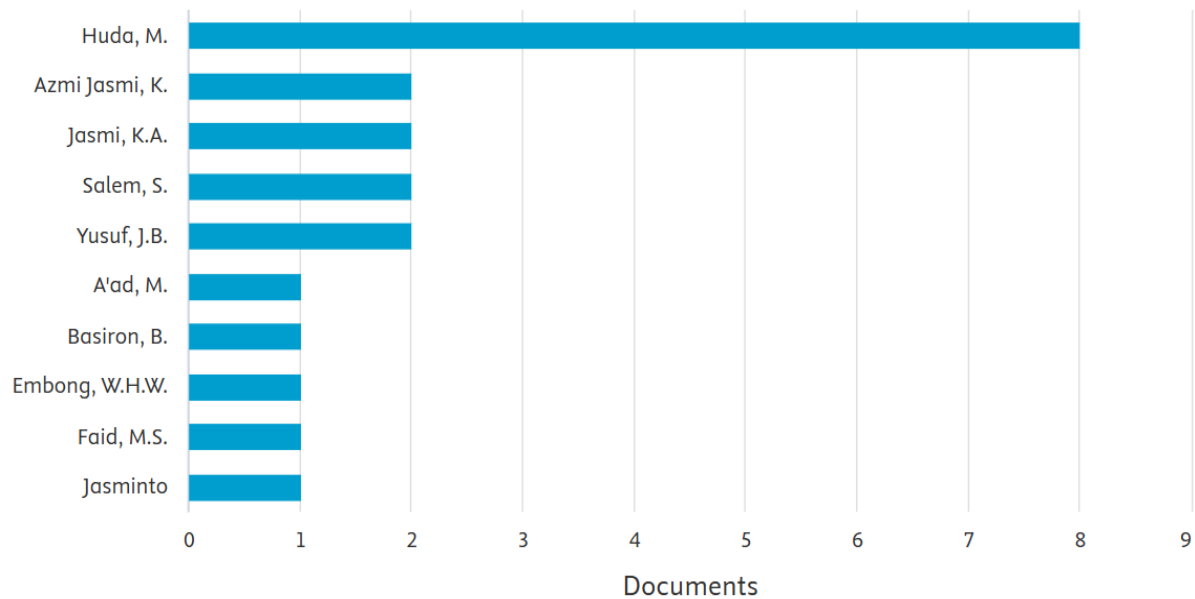


Figure 3. Documents by author.

Figures 3, 4, and 5 from the research paper consist of three separate bar graphs, each illustrating the distribution of documents across different categories on Scopus.com. These graphs provide valuable insights into the nature and scope of academic publishing in various fields. Figure 3 displays the distribution of documents by subject area. It reveals a higher concentration of publications in specific fields, suggesting a focus or prevalence of research in these areas. This could indicate growing interest or expertise in these subjects, highlighting the active research efforts within these domains.

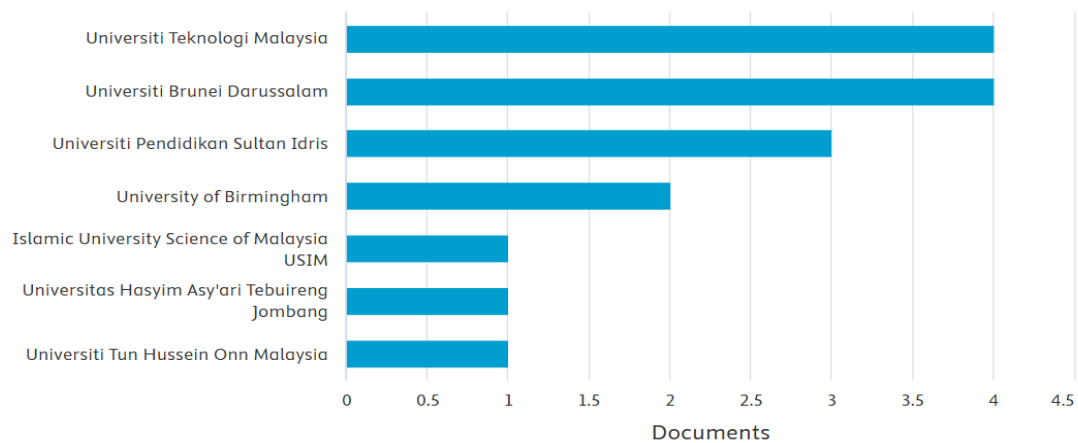


Figure 4. Documents by affiliation.

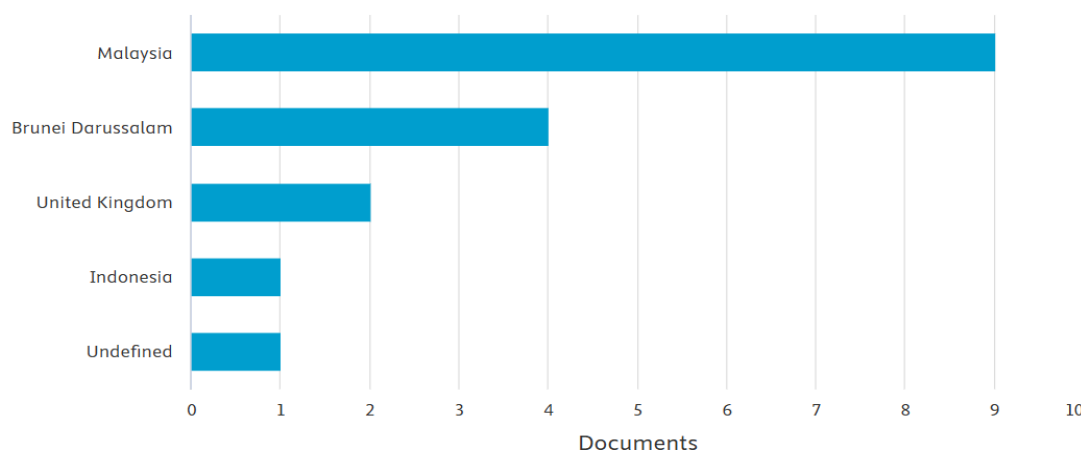


Figure 5. Documents by country or territory.

Figure 4 depicts the distribution of documents by affiliation, showing which institutions contribute the most to the literature. This graph points to centers of research activity or institutional dominance, identifying key players in academic publishing. The data may reflect specific universities' or research centers' research priorities or strengths. Figure 5 presents the distribution of documents by country, revealing geographical disparities in the contributions to the academic literature. This could reflect varying research capacities, resources, or priorities across different countries, highlighting regions with more robust research infrastructures or particular focus areas. These three graphs provide a comprehensive view of the research landscape, offering insights into subject area trends, institutional contributions, and global research patterns.

Goals of National Education in the Context of Islamic Education

Article 4 of the National Education System Law (UUSPN) No. 20 of 2003 states that national education aims to educate the nation's life and form human beings with faith, piety, noble ethics, knowledge, and skills. In this case, Islamic religious education plays an important role because it helps shape students' personalities based on the values of faith and piety. Islamic education provides a moral and ethical foundation that guides the learning process and is applied daily. This aligns with the guidance given by the book *Ta'lim al-Muta'allim*, which emphasizes the importance of ethics and manners in learning.

The Relevance of the Book of *Ta'lim al-Muta'allim* in Modern Islamic Education

Book *Ta'lim al-Muta'allim*, the work of Burhanuddin al-Zarnuji, which has long been a significant reference in Islamic education, provides valuable guidelines on the principles of learning, such as right intentions, respect for teachers, patience in learning, and the importance of practicing knowledge. These principles are relevant to modern education, especially in madrasahs, which combine general and religious education. The focus of this book on the development of spiritual and ethical character forms a strong foundation for the formation of students with noble character and knowledge following the goals of Islamic education (Kholisoh, 2022).

Implementation of the Principles of *Ta'lim al-Muta'allim* in Madrasah

A case study at Madrasah Al Ishlah shows the implementation of the principles taught in *Ta'lim al-Muta'allim*. Key findings include:

- **Right intentions:** Teachers consistently remind students to strengthen their learning intentions to get closer to Allah by holding prayers and dhikr before the lesson begins to strengthen their spiritual awareness.
- **Respect for teachers:** Students respect teachers highly, and they listen seriously and politely interact, creating a harmonious and conducive learning atmosphere.
- **Patience and perseverance:** Students show perseverance in learning, and teachers encourage them not to give up easily when faced with challenges in learning.
- **Good selection of study buddies:** Grouping student discussions creates a positive and supportive learning environment, with teachers encouraging students to learn with friends who share the same spirit.
- **Practice of knowledge:** Teachers emphasize the importance of practicing religious knowledge in daily life, both in worship and social interaction, so that students can integrate Islamic values into their lives.

The Influence of the Implementation of Islamic Education Principles on Student Character

The application of the principles of *Ta'lim al-Muta'allim* has a significant impact on the formation of students' character. Characteristics like discipline, courtesy, and responsibility are well embedded in implementing these principles. Students show behavior under Islamic teachings, respect teachers and friends, have high spiritual awareness, and are committed to maintaining manners in their daily lives. However, several obstacles in implementation have arisen, especially in balancing teaching moral values and academic demands. Some students have difficulty applying the values taught in madrasahs outside the school environment, which indicates the need for a more comprehensive strategy.

The Relevance of Islamic Education in the Context of Modern Education

Education based on Islamic values remains relevant in modern education, which is increasingly influenced by the development of technology and information. The challenges students face today, such as the negative influence of social media, require an emphasis on strong moral and ethical education (Flores-Vivar & García-Peñalvo, 2023; Iksal et al., 2024; Sümen & Evgin, 2021; West et al., 2023). The principles of *Ta'lim al-Muta'allim*, which emphasizes manners, correct intentions, and the practice of knowledge, provide a solid foundation for forming students who can face the challenges of the times with high moral and spiritual integrity.

CONCLUSION

Fundamental Finding: This study reveals that the principles of Islamic education outlined in *Ta'lim al-Muta'allim* by al-Zarnuji, such as right intention (niyyah), respect for teachers, patience in learning, choosing good study partners, and practicing knowledge in daily life, having been successfully integrated into the teaching and learning activities at Madrasah Al Ishlah. These principles have contributed significantly to students' character development and their approach to education. However, challenges remain, particularly in balancing the emphasis on moral education with the increasing academic demands of modern education. **Implication:** These traditional Islamic educational principles are highly relevant in modern educational settings, helping students focus on academic achievement and spiritual and moral growth. Integrating values such as patience, respect for teachers, and knowledge practice in daily life offers a holistic

approach to education, fostering well-rounded individuals. This approach can be adapted to contemporary educational systems to create a more meaningful and balanced learning environment that nurtures intellectual and moral development. **Limitation:** Despite the positive findings, this study also encountered challenges in its application, particularly regarding the tension between academic pressure and moral education. The pressure to excel academically often diminishes focus on character education. Students face difficulties maintaining these values outside the madrasah, particularly in environments that may not fully support such principles. These limitations highlight the need for a more integrated and supportive educational framework that addresses academic and moral aspects. **Future Research:** Future studies could expand the scope by comparing the implementation of the principles from *Ta'lim al-Muta'allim* across different madrasas to provide a broader understanding of how these values are applied in various educational contexts. Further research could also explore the impact of integrating moral education with modern academic demands, examining the long-term effects on students' personal and academic growth. This would offer valuable insights into optimizing character education in today's fast-paced, information-driven learning environments.

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