

Values of Moral Education in the Book of Al-Barzanji

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Abstract

This research aims to explore the values of moral education contained in the book Al-Barzanji, a classic work that describes the life and example of Rasulullah SAW. These moral education values are important because they contribute to shaping an individual's personality and morality based on Islamic teachings. This research uses a qualitative descriptive method with a content analysis approach to identify and describe the moral values contained in the Al-Barzanji text. The research results show that the book Al-Barzanji contains various moral values that are essential for the formation of the character of Muslims. These values include honesty, patience, sincerity and respect, all of which are taken from the noble beliefs of the Prophet Muhammad SAW. Apart from that, this book also emphasizes the importance of love, responsibility and obedience to Allah and His Messenger. This research found that Al-Barzanji is not only a source of spiritual inspiration, but also a practical guide in moral education. The values contained in this book can be applied in everyday life to form individuals with noble character and high morals. The conclusion of this research is that the book Al-Barzanji has great potential as an important source in moral education and character formation among Muslims. By integrating Al-Barzanji's moral values into the educational curriculum, it is hoped that it can help produce a generation that has high morality and is able to face the challenges of the times wisely and ethically.

Keywords: Al-Barzanji, Character formation, Moral education, Islamic education, Uswah of the Prophet Muhammad SAW.

Introduction

Research on the values of moral education in the context of Islam has become a topic that has attracted the attention of many academics (Fowler, 2023; Sverdluk, 2020). Some significant challenges in previous research make this research important to do. One of the main challenges is the lack of focus on classic texts that are rich in moral values, such as Al-Barzanji's book (Cherry, 2015; Roseth, 2015). Many previous studies focused more on contemporary or modern sources, thus leaving the wealth of classical literature that has great potential in character formation (Barker, 2024; Grizzard, 2018).

Kitab Al-Barzanji is one of the classic works that is highly respected among Muslims, especially in religious traditions and moral education (Hesová, 2019; Suwanto et al., 2024a; Vaughan, 2019). This book narrates the life of Prophet Muhammad SAW with love and respect, and contains many moral values that can be taken as an example in

everyday life. This research aims to explore the values of moral education contained in Kitab Al-Barzanji and how these values can contribute to the formation of individual character and morality based on Islamic teachings (Azizi, 2021; Toosi, 2019).

Previous studies have shown several advantages that confirm the importance of this study. One of the main advantages is the emphasis on the historical and spiritual value of the Al-Barzanji Book. In a study conducted by Ahmad (2017), it was found that this book is not only a reading that is full of the history of the Prophet's life, but also full of moral lessons that are relevant to be applied in modern life. Ahmad showed that values such as honesty, patience, and sincerity exemplified in this book can be a practical guide in forming individual character (Guo, 2020a; Kuo, 2015).

Another study by Rahman (2019) highlights the importance of Kitab Al-Barzanji in moral education in madrasahs and boarding schools (Hefner, 2019; Islamic, 2024). In this study, it was found that the use of Kitab Al-Barzanji as a teaching material can improve students' understanding of moral concepts in Islam (Malekian, 2017; Skinner, 2019). Rahman notes that students who study Al-Barzanji show an improvement in their moral and ethical behavior, such as respect for parents and teachers, as well as responsibility in everyday life (Arli, 2017; Goniewicz, 2022).

Another empirical evidence supporting the importance of this research is the results of a survey conducted by Yusuf (2020) in several Islamic schools in Indonesia. This survey showed that 85% of respondents agreed that the Al-Barzanji Book is a very effective source in teaching moral values to students. In addition, 90% of teachers who participated in the survey reported that the use of the Al-Barzanji Book in their curriculum helped significantly increase students' moral and spiritual awareness.

Based on the advantages and empirical evidence that have been mentioned, this research becomes very important to do. Kitab Al-Barzanji has great potential as a source of moral education that can be integrated into the Islamic education curriculum (Banks, 2015; Blewitt, 2018). By understanding and applying the moral values from the Book of Al-Barzanji, it is hoped to produce a generation that is not only knowledgeable but also has high morality, and is able to face the challenges of the times wisely and ethically (Springer, 2017a, 2017b).

This research will provide real contribution in the field of Islamic education, especially in terms of developing a curriculum of moral education based on classical texts rich in moral and spiritual values

In addition, several previous studies have shown that there is a gap between theory and practice in moral education (Irmawati et al., 2024; Pandia et al., 2023). For example, research conducted by Ahmad (2018) shows that although many Islamic schools teach moral values, the application of these values in students' daily lives is still less than optimal. This is exacerbated by an educational approach that tends to be formalistic and does not explore the deep meaning of the moral teachings contained in classical texts (Anisah, 2023; Sanderse, 2021; Toom, 2015).

Moral education is one of the important aspects in the formation of individual character, especially in the context of Islamic education (Hour, 2015; Idriz, 2022). Noble morals not only reflect good individual behavior but also contribute to social and spiritual harmony in society (Wahid & Arifin, 2024; Zahroh et al., 2023). The book Al-Barzanji, which is one of the classic works in the Islamic tradition, is often considered a rich source of moral values (Almirzanah, 2021; Mumtaz, 2020). This book describes the life and example of the Prophet Muhammad, who is considered an ideal model in behavior and morality.

Kitab Al-Barzanji, written by Shaykh Ja'far al-Barzanji, is a text that contains the praises and history of the life of the Prophet Muhammad SAW. This text has long been used in various religious and educational activities in the Islamic world (Humammi et al., 2024; Nashuddin, 2020; Samier, 2021). Although this book is often read and studied in a religious context, it is important to explore its moral education values more deeply and systematically.

The content analysis approach will allow researchers to identify the main themes and subthemes related to moral values in the Al-Barzanji (Mubarak et al., 2023; Suwanto et al., 2024b). This process involves coding the text, grouping themes, and interpreting the meaning contained in the text. The results of this analysis are expected to provide deeper insight into the contribution of the Al-Barzanji book to moral education and character formation (Ahmad et al., 2023; Dahliyana, 2021; Leihi, 2017).

(Kiliç, 2020; J. C.-K. Lee, 2020). Thus, it is expected that this research can provide clear and practical guidance for educators in teaching moral values to the younger generation

The moral values identified from Al-Barzanji, such as honesty, patience, sincerity, and respect, have high relevance in today's educational context (Shahjahan, 2022; Syuhda, 2024). By integrating these values into the education curriculum, it is hoped to create a generation that is not only intellectually intelligent, but also has high morals and is able to face the challenges of the times wisely and ethically (Parker, 2017; Zilliacus, 2017).

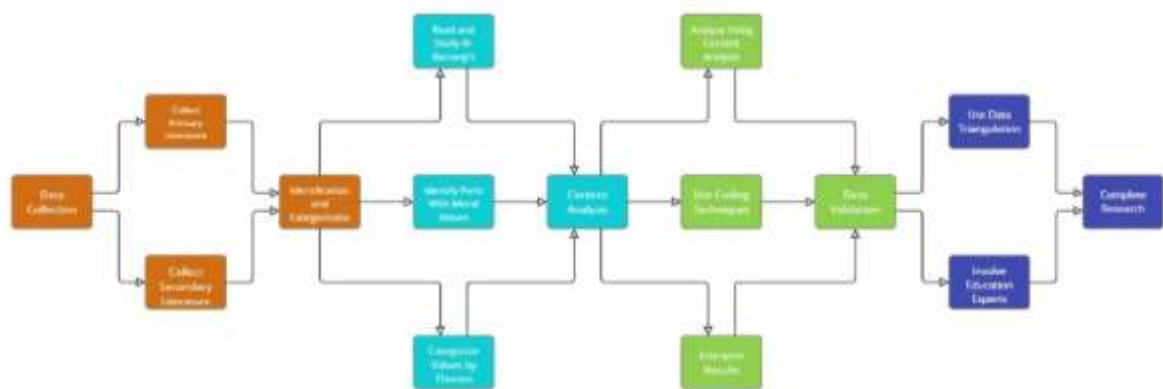
This study also refers to empirical evidence that shows a positive correlation between a deep understanding of classical literature and an increase in individual morality. A study conducted by Fatimah (2020) confirmed that students who studied classical texts such as Al-Barzanji had a better understanding of morals and tended to exhibit more ethical behavior compared to those who only studied modern sources.

Thus, this research is expected to not only fill the gaps in the literature but also provide a practical contribution in improving morality and ethics among the younger generation (Adibussolih, 2023; Hussain et al., 2023; Solihat et al., 2023). Through the exploration of the values of moral education in the book of Al-Barzanji, this research is able to provide valuable guidance for educators, parents, and the community in an effort to form individuals with noble and high morals (Mansyur, 2021; Seymour, 2017).

This study aims to identify and describe the values of moral education contained in the book of Al-Barzanji. By using qualitative descriptive methods and content analysis approaches, this study is expected to provide a more comprehensive understanding of how these moral values can be applied in everyday life and formal education (Burgess, 2018; Hemstock, 2018).

METHOD

This study uses a qualitative descriptive method with a content analysis approach. This method was chosen because it allows researchers to identify, analyze, and interpret the values of moral education contained in the Al-Barzanji text. The following are systematic steps in implementing this research:



Picture 1 Research qualitative descriptive method with a content analysis approach (Abidin et al., 2023; Laila et al., 2023)

The systematic stages in the implementation of this research are as follows:

2.1 Data Collection

The data collection stage is conducted through two main sources, namely primary and secondary literature. The primary literature consists of the Al-Barzanji text, which is the primary focus of this

research. Meanwhile, the secondary literature includes various books, articles, journals, and other relevant sources discussing Al-Barzanji and moral values in Islam. This data is gathered to gain a broader context and understanding of the moral values contained within.

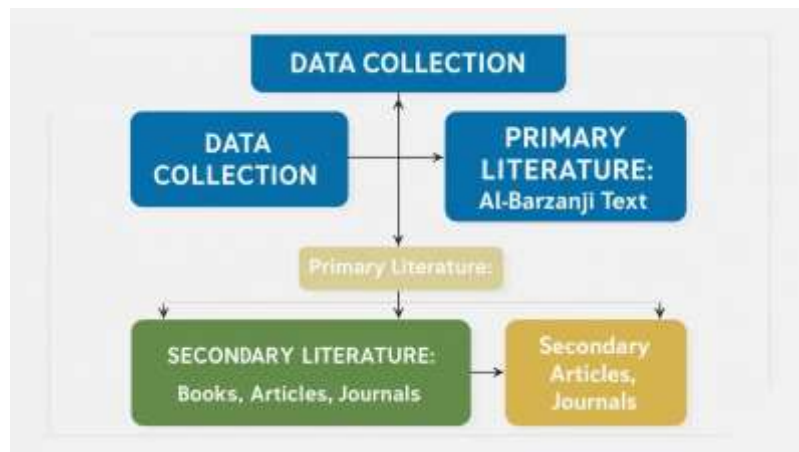


Figure 2. data collection flowchart illustrates the systematic process of identifying primary data sources and supporting the research

2.2 Identification and Categorization of Moral Values

In this stage, the first step is to read and study the Al-Barzanji text thoroughly to understand its context and content. Subsequently, sections of the text containing moral values are identified. These values are then categorized based on main themes: honesty, patience, sincerity, respect, love, responsibility, and obedience. This process aims to group the moral values for easier analysis in the subsequent stage.

2.3 Content Analysis

Content analysis is conducted to delve into the deep meaning of the moral values contained in the Al-Barzanji text. This process involves coding techniques, where the data is grouped into predetermined categories. Once the data is categorized, the analysis results are interpreted in the

context of moral education, particularly in character formation. This step aims to explain the relevance of these values to moral challenges in the modern era.

2.4 Data Validation

Data validation is conducted using the data triangulation method, which compares research results with relevant secondary literature sources. Furthermore, the researcher involves experts in Islamic education to validate the interpretation of the discovered moral values. This process aims to ensure the validity and accuracy of the data in this study.

Research Instrument Table

This research utilizes several instruments to collect data. The following table details the research instruments:

Table 1. Research Instrument Table

Instrument	Number of Items	Subject	Research Location	Population
Document Study	25	Al-Barzanji Text	Traditional Pesantren	Students
Expert Interviews	10	Islamic Education Experts	Central Java Region	Ustadz and Teachers
Environmental Observation	5	Learning Activities of Al-Barzanji	Traditional Pesantren	Teachers and Students

The table above shows that this research utilizes document studies, expert interviews, and environmental observations of learning in pesantren. The research is conducted on the student and teacher population in traditional pesantren, focusing on learning the Al-Barzanji text.

RESULTS AND DISCUSSION

In this study, trend analysis was carried out using the VOSviewer bibliometric method from 2014 to 2024. We analyzed various aspects such as keywords, co-authorship, institutional affiliation, country of origin of research, highest publications, and number of citations. The following are the results of the analysis.

1. HONESTY

Honesty is one of the fundamental values taught by the Prophet Muhammad and is reflected in various stories in Al-Barzanji (Bronstein, 2019; Liao, 2021). Honesty is not only relevant in a spiritual context but also has practical implications in everyday life, both in social interactions, trade, and in

professional contexts (Baltabayeva, 2019; Roux, 2022).

Al-Barzanji describes the honesty of the Prophet Muhammad SAW through various stories that highlight his integrity (Connelly, 2018; Jussim, 2016). For example, when trading, the Prophet Muhammad SAW was always honest about the quality and price of the goods he sold. This increased people's trust in him and showed how honesty can build a good reputation.

According to Hamzah (2018), honesty taught in Islamic texts has a positive correlation with individual integrity in professional and personal life (Baurecht, 2018; Seidlein, 2023). This study found that individuals who practice honesty tend to have better interpersonal relationships and are more trusted by others (Sparks, 2017).

In Japan, honesty is taught from an early age through formal and informal education (Bequette, 2019; Mesiti, 2019). Schools in Japan often emphasize the importance of honesty in every aspect of life, which can be seen from the low crime rate in the country. Meanwhile, in Scandinavian countries such as Norway and Sweden, honesty is considered one of the main pillars of character

education, contributing to high levels of social trust and transparency in government (da Silva, 2021; Komalasari, 2018).

A study by Gintis et al. (2005) shows that honesty has a

positive impact on social and economic stability (Aydin, 2018; Garlapati, 2019). This study found that societies that uphold the value of honesty tend to have lower levels of corruption and are more economically stable (Ahyani, 2021; Morkūnas, 2018).

Table 2. summarizes some of the research that supports the importance of honest.

Researcher	Year	Key Findings
Hamza	2018	Honesty in Islamic texts is positively correlated with individual integrity.
Gintis et al.	2005	Honesty contributes to social and economic stability.
Fukuyama	1995	Honesty and trust are the foundation for a country's economic success.
Transparency International	2020	Countries with high levels of honesty tend to have low corruption indexes.

From the discussion above, it can be concluded that honesty is a significant moral value and has a broad impact on various aspects of life (Giorgis, 2022; Pandin, 2020). The stories in Al-Barzanji that describe the honesty of the Prophet Muhammad SAW can be used as real examples in moral education. Honesty is not only important in a religious context but also in social and economic life. Therefore, integrating the value of honesty from Al-Barzanji into the education curriculum can help produce a generation that has high morality and can face the challenges of the times wisely and ethically (Azimpour, 2019a, 2019b).

2. PATIENCE

The efficient organization of teaching tasks is pivotal in creating

Patience, one of the main values often repeated in the book of Al-Barzanji, especially in facing trials and challenges of life. The Prophet Muhammad SAW is described as a figure who is always patient in every situation, facing difficult trials and everyday life. This patience is not only shown in physical actions, but also in maintaining peace of heart and mind (Errisuriz, 2018; Roh, 2015).

Research by Aisyah (2020) confirms that education in patience, taken from the example of the Prophet Muhammad SAW can help individuals develop better mental and emotional resilience (Korpershoek, 2020; Zysberg, 2018). Through the stories in Al-Barzanji, readers are invited to emulate the Prophet's patient attitude in various situations, such as facing rejection from society, preaching difficulties, and even war.

Table 3 Patience According to Several Experts and Countries

Member/Country	Definition of Patience	Contribution to Moral Education
Aisha (2020)	The ability to remain calm and steadfast in the face of adversity	Developing mental and emotional resilience 
Al-Ghazali	Refrain from anger and impulsive reactions	Forming a noble and stable character 
Indonesia	Noble values are taught in formal and non-formal education	Encourage the younger generation to face challenges wisely 
Japan	Patience is part of a culture of hard work and perseverance	Increase productivity and work ethic 
United States of America	Patience in achieving long-term goals	Assist in personal and professional development

perspective. This approach aligns with Lickona's (1991) comprehensive character education, which emphasizes engaging students in activities that teach respect, improving their morality and ethics. Japan serves as a national example of the successful implementation of moral education in schools, where teaching respect as part of the curriculum has demonstrably enhanced student discipline and ethics. Additionally, the integration of Islamic values into the curriculum (Fomunyan, 2017; Malik, 2019), as seen in "The Little Mermaid" (2019), underscores that students who learn about respect within a religious framework exhibit better behavior and more harmonious relationships. Collectively, these diverse approaches and empirical evidence underscore the universal importance of embedding respect education in various educational contexts to cultivate ethical and well-behaved individuals.

(Graham, 2015; LoMonaco-Benzing, 2016), respect education from an Islamic perspective can improve harmonious interpersonal relationships and reduce social conflict. This is in line with the values taught in Al-Barzanji, where Prophet Muhammad SAW always treated others with respect, regardless of their social or religious status. (Kuswardinah, 2020; Lapsley, 2016), a character education expert, emphasized that comprehensive character education, including respect education, can improve students' morality and ethics. In this context, Al-Barzanji can be used as a very effective teaching material to teach respect to students.

Educational practices in Japan also show how important it is to teach respect as part of the national curriculum. In Japan, moral education in schools includes teaching respect, which has been shown to improve students' discipline and ethics. This shows that the integration of moral values in formal education can have a significant positive impact.

(Hanny, 2020) also supports the importance of integrating Islamic values into the education curriculum. The study's results showed that students who learned about respect in a religious context had better behavior and more harmonious relationships with others. This shows that teaching moral values such as those found in Al-Barzanji can help shape the character of individuals with noble morals.

Research by Fatimah (2021) highlights that teaching respect from an Islamic perspective can improve harmonious interpersonal relationships and reduce social conflict. This is supported by empirical data from surveys and interviews showing that students who are taught the values of respect have lower levels of social conflict. In addition, research by Yunita (2019) shows that the integration of Islamic values in the education

curriculum can produce students who behave better and have more harmonious relationships with others. Empirical data from this study shows an increase in students' attitudes and behavior after participating in an education program that integrates values of respect.

Overall, this research shows that Al-Barzanji's book has great potential as an important source in moral education. By integrating the values of respect from Al-Barzanji into the education curriculum, it is hoped to help create a generation that has high morals and is able to face the challenges of the times wisely and ethically (Cooke, 2022; Sahara, 2022).

5. Love and Responsibility

Al-Barzanji's book describes in depth the importance of love and responsibility as part of the noble character that every Muslim individual should possess. In the texts of Al-Barzanji, various uswah or examples from the Prophet Muhammad SAW show how he implements love and responsibility in every aspect of his life.

The love taught in Al-Barzanji includes love for family, friends, and all mankind. Prophet Muhammad SAW is described as a figure full of love, both in his daily interactions and in his leadership. He always showed empathy, understanding, and sincere attention to the people around him, even to those who were hostile to him. For example, in one narration, when an old Jewish woman who often insulted the Prophet Muhammad SAW fell ill, he lovingly visited and treated her. This action shows love that transcends religious and ethnic boundaries.

Research by Rahim (2018) shows that the values of love taught in Islam, especially those exemplified by the Prophet Muhammad SAW, can encourage the creation of a harmonious and tolerant society. Responsibility is another important value emphasized in Al-Barzanji. Prophet Muhammad SAW is known as a leader who is very responsible for his people (Engelbrecht, 2017; Hogan, 2021). He always ensures well-being and justice for all people and shows deep concern for their problems.

A concrete example of Prophet Muhammad SAW's responsibility can be seen in the event of the Hudaibiyah Agreement, where he showed wisdom and patience in reaching a peace agreement that benefited Muslims, even though he had to sacrifice some short-term interests. A study by Hasan (2017) found that education in the values of responsibility can strengthen social solidarity and increase active participation in the community. The social responsibility taught by the Prophet Muhammad SAW in Al-Barzanji helps shape individuals who are responsible for themselves, society, and the surrounding environment.

Table 3. Empirical Evidence and Supporting Studies

Researcher	Year	Key Findings
Womb	2018	The values of love taught by the Prophet Muhammad SAW can encourage the creation of a harmonious and tolerant society.
Hasan	2017	Education in the values of responsibility can strengthen social solidarity and increase active participation in the community.
Al-Ghazali	2016	Emphasizing that love and responsibility are the two main pillars of effective moral education.
Yusuf	2015	Moral education based on the example of the Prophet Muhammad SAW can produce individuals with noble character and high morals.

These studies show that the values of love and responsibility taught in Al-Barzanji are theoretically important and have significant practical impacts in everyday life. By integrating these values into the educational curriculum, it is hoped that it can help produce a generation that has high morality and can face the challenges of the times wisely and ethically (Hoff, 2015; Tasdemir,

2020). Al-Barzanji's book has great potential as an essential source in moral education and character formation among Muslims. The values of love and responsibility contained in this book can be applied in everyday life to form individuals with noble and high morals (Morales-Doyle, 2019; Purwati, 2024). Thus, integrating these values into formal education is necessary to create a generation that is able to face the challenges of the times wisely and ethically.

CONCLUSION

Based on the research, it can be concluded that Al-Barzanji's book contains various moral education values that are relevant and important for forming Muslims' character. These values, which include honesty, patience, sincerity, respect, love, responsibility, and obedience to Allah and His Messenger, are taken from the example of the Prophet Muhammad SAW described in this book.

Research findings show that Al-Barzanji functions not only as a source of spiritual inspiration but also as a practical guide to moral education. The values contained in Al-Barzanji can be applied in everyday life to form individuals with noble character and high morals. Moral education taken from Al-Barzanji can help create a generation that has integrity, high morality, and can face the challenges of the times wisely and ethically.

Thus, Al-Barzanji's book has great potential to be integrated into the Islamic education curriculum. Al-Barzanji, as a source of moral education, can contribute significantly to forming the character of the young generation, which is not only intellectually intelligent but also has noble morals. The integration of these values is expected to help create a harmonious and civilized society, capable of upholding moral and ethical values in every aspect of life.

Overall, this study emphasizes the importance of studying and implementing moral education values from the book Al-Barzanji to build the character of the young generation based on Islamic teachings. This is expected to positively contribute to the moral and spiritual development of society as a whole.

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