

EMULATING K.H. HASYIM ASYARI: A NATIONALIST WARRIOR AND EDUCATOR WHO IS POLITE IN LANGUAGE

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Abstract

This study aims to analyze the language style of K.H. Hasyim Asy'ari and its relevance to character education in the modern era. The research employs a qualitative method with a text analysis and case study approach, in which the researcher examines the writings and speeches of K.H. Hasyim Asy'ari to identify the values of politeness, empathy, and respect contained within. The results indicate that K.H. Hasyim Asy'ari's language style not only reflects knowledge and exemplary conduct but is also rich in moral values that can serve as a model for the current generation. This research emphasizes the importance of integrating these values into the character education curriculum, utilizing technology and social media as tools to teach students about polite language. Additionally, the challenges of adopting traditional values amidst rapid social development can be addressed by involving teachers as role models and creating a school environment that supports character development. The conclusions of this study suggest that the implementation of K.H. Hasyim Asy'ari's values in character education is highly relevant and can contribute to the formation of individuals who are not only intellectually capable but also possess noble character. Thus, character education grounded in the example of K.H. Hasyim Asy'ari can help shape a civilized and dignified youth in facing the challenges of the modern world.

Keywords: K.H. Hasyim Asy'ari, language style, character education

Abstrak

Penelitian ini bertujuan untuk menganalisis gaya berbahasa K.H. Hasyim Asy'ari dan relevansinya dalam pendidikan karakter di era modern. Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis teks dan studi kasus, di mana peneliti mengkaji tulisan dan pidato K.H. Hasyim Asy'ari untuk mengidentifikasi nilai-nilai kesopanan, empati, dan hormat yang terkandung di dalamnya. Hasil penelitian menunjukkan bahwa gaya berbahasa K.H. Hasyim Asy'ari tidak hanya mencerminkan pengetahuan dan keteladanan, tetapi juga sarat dengan nilai-nilai moral yang dapat menjadi teladan bagi generasi saat ini. Penelitian ini menekankan pentingnya mengintegrasikan nilai-nilai tersebut dalam kurikulum pendidikan karakter, dengan memanfaatkan teknologi dan media sosial sebagai sarana untuk mengajarkan kesopanan berbahasa kepada siswa. Selain itu, tantangan dalam mengadopsi nilai-nilai tradisional di tengah perkembangan sosial yang cepat dapat diatasi dengan melibatkan guru sebagai teladan dan menciptakan lingkungan sekolah yang mendukung pengembangan karakter. Kesimpulan dari penelitian ini menunjukkan bahwa implementasi nilai-nilai K.H. Hasyim Asy'ari dalam pendidikan karakter sangat relevan dan dapat berkontribusi pada pembentukan individu yang tidak hanya cerdas secara intelektual, tetapi juga memiliki akhlak yang mulia. Dengan demikian, pendidikan karakter yang berlandaskan pada teladan K.H. Hasyim Asy'ari dapat membantu membentuk

generasi muda yang beradab dan bermartabat dalam menghadapi tantangan dunia modern.
Kata kunci: K.H. Hasyim Asy'ari, gaya berbahasa, pendidikan karakter

INTRODUCTION

K.H. Hasyim Asy'ari is renowned as a great scholar, independence fighter, and educator who played a significant role in Indonesian history. As the founder of Nahdlatul Ulama (NU), one of Indonesia's largest Islamic organizations, his contributions to education and the national movement are substantial. His legacy extends beyond his scholarly and courageous resistance against colonial rule; he is also known for his gentle and courteous manner of speaking, reflecting his character as a scholar and leader (Hariyanto, 2023). In the context of this research, emulating K.H. Hasyim Asy'ari as a nationalist warrior and educator who is polite in language is crucial for understanding the relevance of the values he espoused in modern life and character education.

According Wibowo dkk., (2020) The history of Indonesia's independence struggle is inseparable from the role of religious figures who spurred the spirit of nationalism. K.H. Hasyim Asy'ari, as the founder of NU, made significant contributions to mobilizing society against colonialism. His influence extended not only to the spiritual and religious realm but also to education and the formation of the nation's character. The pesantren (Islamic boarding school) he founded was not only a center for religious education but also a place to instill values of nationalism and resistance against oppression. Moreover, K.H. Hasyim Asy'ari was known for his refined and polite language, which reflected his personality as a scholar and leader. In the context of education, the polite language style of K.H. Hasyim Asy'ari can be seen as a reflection of the moral and ethical values that should be passed down to the younger generation (Fadli & Sudrajat, 2020). Education is not only about the transfer of knowledge but also about character building that upholds values of decency. Therefore, emulating K.H. Hasyim Asy'ari in education is relevant, especially in facing modernization challenges that tend to overlook moral and ethical aspects (Aziz & Harahap, 2022).

This research utilizes character education theory and communication theory to examine the relevance of the values upheld by K.H. Hasyim Asy'ari. Character education theory emphasizes the integration of knowledge, skills, and moral attitudes in the learning process. Good character should encompass ethical dimensions and behaviors that reflect values of goodness, including the use of language. Meanwhile, communication theory is used to understand how polite language can influence social interactions and create a more harmonious communication environment (Najib, 2020). Additionally, the theory of emulation or modeling is applied in this research to explain the importance of role models in shaping individual attitudes and behaviors, especially among students. This theory emphasizes that individuals tend to imitate or follow those who are considered to have certain values or achievements, in this case, K.H. Hasyim Asy'ari as a scholar and leader (Zahro' & Aminah, 2021).

Several studies have discussed the role of K.H. Hasyim Asy'ari in Indonesian history, both as a scholar, educator, and independence fighter. These studies generally focus on historical

aspects and the biography of the figure, his contributions in establishing NU, and his thoughts on Islamic education. For example, some research explores the educational concepts applied at the Tebuireng pesantren, founded by K.H. Hasyim Asy'ari, and its influence on the development of Islamic education in Indonesia. There are also studies reviewing the jihad fatwa issued by K.H. Hasyim Asy'ari in resisting Dutch colonialism. However, studies that specifically explore K.H. Hasyim Asy'ari's polite language style and how it can be applied in character education are still very limited (Mukhlis, 2020). The exploration of language use as a tool for moral education and character formation from the perspective of a figure like K.H. Hasyim Asy'ari is rarely found. This indicates a research gap that can be addressed by deeply examining the values embedded in K.H. Hasyim Asy'ari's language style.

This research differs from previous studies because it does not solely focus on K.H. Hasyim Asy'ari's role in history or Islamic education, but also on the aspect of his language style, which reflects his personality as an educator and leader. In this context, this research combines historical analysis with linguistic and character education approaches. Thus, it offers a new perspective on the importance of exemplary language style as part of character education, which has not been extensively discussed in previous research. The novelty of this research lies in its approach to viewing K.H. Hasyim Asy'ari as a role model in terms of the use of polite and courteous language, and how this is relevant in the context of modern character education. This study not only discusses his historical contributions but also how the values he advocated can be integrated into today's education system to shape a generation that is not only intellectually capable but also morally virtuous.

In the modern era, where social interactions often occur through digital media, the phenomenon of coarse and impolite language is increasingly prevalent. Character education becomes more important to be applied at various educational levels to address rapid social changes that often disregard ethical values. Emulating K.H. Hasyim Asy'ari's language style is essential to be integrated into the educational process to shape students who are capable of communicating well, maintaining decorum, and respecting others in every interaction. The values brought by K.H. Hasyim Asy'ari are highly relevant to be referenced in character education in schools, especially to counter the phenomenon of moral degradation occurring among today's youth. This research is expected to make a significant contribution to the development of character education in Indonesia by presenting a local figure who has strong exemplary values.

The objectives of this study are multifaceted and aim to comprehensively explore the relevance of K.H. Hasyim Asy'ari's teachings in modern character education. Firstly, the research seeks to analyze the polite and courteous language style of K.H. Hasyim Asy'ari, examining how these traits contribute to the development of character education in contemporary settings. This involves understanding how language, as a reflection of moral values and ethical conduct, can be used to shape students' behavior and foster a respectful communication culture. Additionally, the study aims to elucidate K.H. Hasyim Asy'ari's significant contributions as both a nationalist fighter and an educator who played a key role in instilling national values and social decorum within the community. His efforts in

merging religious teachings with nationalism provide a unique perspective on how ethical values can be nurtured alongside a strong sense of patriotism. By delving into his life's work, the study hopes to highlight the enduring impact of his teachings on society.

Moreover, this research intends to identify practical methods for integrating K.H. Hasyim Asy'ari's exemplary character traits into educational settings. Special attention is given to incorporating his courteous language style into the curriculum, as a way to cultivate good manners and respect in everyday interactions among students. Finally, the study seeks to offer recommendations for developing a character education curriculum that draws from the exemplary values of local figures such as K.H. Hasyim Asy'ari. By doing so, it aims to provide educators with a culturally relevant approach to character building, one that resonates with the local context while promoting universal values of respect and decency. Through these objectives, the research strives to make a meaningful contribution to the enhancement of character education in Indonesia

METHOD

This research employs a qualitative approach using an analysis of texts and case study method to gain an in-depth understanding of K.H. Hasyim Asy'ari's contributions and the relevance of his values in character education. Data collection is carried out through a literature review that includes books, scholarly articles, and historical documents related to the life and thoughts of K.H. Hasyim Asy'ari. Additionally, the research involves content analysis of his writings and speeches that convey values of character education and the use of polite language. The data collection technique involves archival research and examination of historical documents that provide information about K.H. Hasyim Asy'ari's role and views as a nationalist fighter and educator. Data analysis is conducted using a descriptive-analytical approach, where the researcher interprets the values embedded in his language style and educational principles, linking them with theories of character education and communication.

To achieve the research objectives, the researcher identifies relevant values from K.H. Hasyim Asy'ari's language style and examines their application in the context of modern character education. Data validity is strengthened through source triangulation by comparing various literature sources and conducting expert interviews with educators who understand K.H. Hasyim Asy'ari's contributions. The analysis results are then used to formulate recommendations for developing a character education curriculum based on local values that emphasize courteous communication. Thus, this research method enables the researcher to not only explore historical and theoretical aspects but also investigate the practical application of the values promoted by K.H. Hasyim Asy'ari in shaping students' character in the modern era.

RESULT AND DISCUSSION

Research Findings on K.H. Hasyim Asy'ari's Language Style

The study reveals that K.H. Hasyim Asy'ari's style of communication reflects not only knowledge and exemplary behavior but also embodies moral values that serve as a model for contemporary generations. His writings and speeches exhibit a consistent use of language characterized by courtesy, respect, and humility, which transcends ordinary forms

of communication to represent the core values of Islamic manners and ethics taught in traditional Islamic schools (*pesantren*). Through this polite language, K.H. Hasyim Asy'ari communicated complex ideas in a way that was accessible yet respectful, upholding the dignity of both the speaker and the listener. His courteous language is evident in his responses to debates and discussions, where he maintained decorum even in disagreement. This approach demonstrates a key aspect of character education, where language serves not only as a medium for conveying information but also as a vehicle for nurturing moral integrity and social harmony. These findings indicate that polite language, as practiced by K.H. Hasyim Asy'ari, is an integral part of character development that encompasses respect for others, self-restraint, and the nurturing of positive interpersonal relationships.

Discussion

The courteous and respectful language style exemplified by K.H. Hasyim Asy'ari remains highly relevant for character education in Indonesia today. In a modern era often characterized by harsh and offensive language, especially in digital communication and social media, promoting the use of polite language has become increasingly crucial. The growing prevalence of online bullying, hate speech, and disrespectful discourse underscores the need for renewed efforts in teaching and instilling the values of respectful communication in everyday life. The theoretical framework for character education supports the inclusion of language as a core component in the moral and ethical development of students. According to this theory, language is not merely a tool for communication but an expression of one's moral and cultural values (Syukur dkk., 2025). Hence, teaching students to communicate politely is a way of embedding values such as empathy, respect, and tolerance in their daily lives (Nurhidayat & Subasman, 2021). The application of K.H. Hasyim Asy'ari's courteous language style in character education can thus help foster a more compassionate and harmonious society.

Apart from language, K.H. Hasyim Asy'ari's educational philosophy emphasized the importance of balancing intellectual and moral education. The *pesantren* he founded did not solely focus on religious knowledge but also instilled a sense of nationalism and civic responsibility in students. This holistic approach to education is evident in his writings, which encourage not only the pursuit of academic excellence but also the cultivation of virtuous character (Mukminin dkk., 2022). K.H. Hasyim Asy'ari's teachings highlighted that education should develop both the mind and the soul, ensuring that individuals become knowledgeable as well as morally upright. His emphasis on national values and character building is especially relevant in today's education system, where there is often a disconnection between academic achievement and moral conduct. By integrating his educational values into the current curriculum, schools can better equip students to navigate the complexities of modern life while adhering to ethical standards.

This research suggests that the values propagated by K.H. Hasyim Asy'ari, such as polite language and nationalism, should be incorporated into the character education curriculum. For example, through subjects like religion and the Indonesian language, students can learn the significance of using appropriate language as part of ethical conduct. Lessons could involve practical exercises that teach polite language use in different social contexts, such

as conflict resolution, public speaking, and digital communication. Moreover, incorporating K.H. Hasyim Asy'ari's values into character education is not limited to language. The curriculum can also include lessons on national history and values, where students learn about historical figures who exemplified patriotism and moral integrity. This approach aims to foster a sense of pride and belonging, encouraging students to emulate the positive attributes of local heroes (Azizah, 2023).

One of the main challenges in adapting traditional values to the modern educational context is addressing the rapid social changes that often deprioritize moral values. As society becomes more fast-paced and technology-driven, moral and ethical teachings may not receive the same emphasis as academic or technical skills (Arifin dkk., 2022). Additionally, the influence of social media and digital culture often promotes behaviors that are contrary to the values of politeness and respect. To overcome these challenges, schools can integrate technology and social media as tools for teaching character education based on the principles upheld by K.H. Hasyim Asy'ari. For instance, online campaigns and digital storytelling could be used to promote polite language use and highlight its importance in creating positive online communities. Educators could also involve students in discussions on the impact of language in social interactions, both offline and online, to raise awareness of respectful communication. Furthermore, extracurricular activities such as debate clubs or language workshops can be used to practice polite language skills, encouraging students to engage in civil discourse even when expressing differing opinions. By making character education a practical and relatable part of students' lives, the teachings of K.H. Hasyim Asy'ari can be more effectively instilled in modern educational settings.

To further explore the challenge of integrating traditional values such as those championed by K.H. Hasyim Asy'ari into contemporary education, it is important to recognize the significant impact that social change and technological advancement have on shaping young people's moral and ethical perspectives (Mufida, 2022). The fast-paced nature of modern life, coupled with a heavy emphasis on technical and academic skills, often leaves limited space for discussions on character education. As a result, moral values such as respect, politeness, and empathy risk being sidelined in favor of more utilitarian goals like academic performance and career readiness. In addressing these issues, there needs to be a conscious effort to balance the traditional values of character education with the demands of a modern, technology-oriented world. This can be achieved by rethinking the methods and content used in teaching character education, making it not only relevant but also engaging for students who are digital natives. Schools can play a pivotal role in this by embracing digital platforms and incorporating technology into their character education programs.

Given the profound influence of technology and social media on today's youth, utilizing these platforms to teach character values can make the learning process more appealing and impactful. Online campaigns, for example, can be an effective way to promote the importance of polite language and respectful communication. Schools could collaborate with students to create content that emphasizes the benefits of using courteous language both online and offline. This approach not only encourages students to reflect on their own communication habits but also actively involves them in spreading positive messages within

their peer networks. Digital storytelling is another tool that can be used to integrate character education into the digital realm. Through storytelling, students can be encouraged to share experiences where polite language and respectful behavior make a significant difference in resolving conflicts or enhancing relationships (Jumrah & Ondeng, 2022). Such narratives can be shared on school social media pages or within classroom discussions, fostering a culture of shared values and mutual respect.

While social media can be a powerful tool for promoting character education, it also presents certain challenges. The anonymity and distance provided by digital communication often lead to a lack of accountability, which can foster negative behaviors like cyberbullying or the use of derogatory language (Mustofa dkk., 2022). To counteract these tendencies, educators should guide students in understanding the consequences of their online actions and the importance of maintaining the same standards of politeness and respect in digital interactions as they would in face-to-face communication. This guidance can be provided through structured discussions on the ethics of digital communication, where students examine real-world examples of both positive and negative online behaviors. Such discussions can help students develop a more nuanced understanding of how language can influence social dynamics and the well-being of others. By contextualizing K.H. Hasyim Asy'ari's teachings on courteous language within the realm of social media, students can see the relevance of traditional values in navigating modern social challenges.

Schools can also encourage students to practice polite language skills through extracurricular activities that focus on civil discourse and respectful communication. Debate clubs, for example, provide an excellent platform for students to express differing opinions while maintaining a tone of respect (Dwilaksono dkk., 2020). These clubs can be structured to reward not only logical reasoning and persuasive argumentation but also the demonstration of courteous language and respectful listening. This approach reinforces the idea that politeness is not a sign of weakness but a valuable skill that contributes to more effective and constructive discussions. Language workshops can also be organized to emphasize the cultural and ethical dimensions of language use. Such workshops could explore the historical and cultural roots of polite language within different traditions, including Islamic teachings as exemplified by K.H. Hasyim Asy'ari. By understanding the cultural significance of language, students may develop a deeper appreciation for the role of polite communication in fostering social cohesion and mutual respect.

While character education is often associated with specific subjects such as religious studies or civic education, the values it encompasses can be integrated across various subjects in the curriculum. For example, language arts classes could incorporate lessons on polite communication, where students analyze texts or dialogues that exemplify respectful language. Role-playing exercises or simulations could be used to allow students to practice using polite language in different scenarios, such as conflict resolution, teamwork, or customer service (Rofiah, 2022). In history or social studies classes, discussions could include historical figures like K.H. Hasyim Asy'ari who modeled respectful behavior and made significant contributions to society. Through this approach, students not only learn about historical events but also gain insights into the moral character and values that

underpinned the actions of important figures. This integration across the curriculum reinforces the message that character education is not an isolated subject but a holistic approach that permeates all aspects of learning.

Teachers play a crucial role in embodying and imparting the values of polite communication and respect. By modeling these values in their interactions with students, colleagues, and the broader school community, teachers provide a living example of how respectful language can be practiced in everyday life. This modeling helps to create a school culture that naturally upholds the principles of politeness and decorum (Adamec, 2009). Professional development programs can equip teachers with strategies for integrating character education into their teaching practices. Training could include workshops on conflict resolution, non-violent communication, and culturally responsive teaching, which align with the values promoted by K.H. Hasyim Asy'ari. When teachers are well-prepared to facilitate discussions on moral and ethical topics, they can better support students in developing their communication skills and character (Jihan dkk., 2023).

In the context of globalization, character education should not only focus on local values but also emphasize universal principles that transcend cultural boundaries. The values taught by K.H. Hasyim Asy'ari, such as respect, humility, and empathy, are not confined to one cultural or religious context but are recognized across different societies. Educators can use this universality to teach students the importance of applying these values in diverse situations, whether interacting with people from different cultural backgrounds or engaging in international digital communities. Integrating these universal values into the curriculum helps students understand that while cultural expressions of politeness may vary, the underlying principles of respectful behavior are applicable in any social setting. This understanding prepares students to navigate a globalized world with a sense of cultural sensitivity and moral responsibility.

CONCLUSION

This study demonstrates that K.H. Hasyim Asy'ari's style of communication holds strong relevance for character education in the modern era. The use of polite and respectful language not only reflects knowledge and exemplary conduct but also plays a crucial role in shaping moral and ethical values. The communication style promoted by K.H. Hasyim Asy'ari serves as a model for interactions that value others, show empathy, and instill respect in social relations. These values are essential in the face of the challenges posed by globalization and technological development, which often bring about changes in communication patterns within society.

Character education that integrates these values needs to be carried out through contextual and innovative approaches, such as utilizing technology and social media as tools for instilling the principles of polite communication. In this way, students can learn to apply traditional values in a more dynamic modern environment, both in daily interactions and digital communication. The implementation of K.H. Hasyim Asy'ari's values in the educational curriculum, including in language, religious studies, and extracurricular activities, will strengthen the character development of young generations so that they are not only intellectually competent but also possess noble character. Moreover, the challenges

of adapting traditional values to the modern context can be addressed by involving teachers as role models, integrating universal values in education, and fostering a school culture that supports moral development. Through these efforts, character education based on the example set by K.H. Hasyim Asy'ari can make a meaningful contribution to shaping a more civilized and dignified society, in line with the national educational goals of nurturing a generation with high moral standards.

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