

IMPLEMENTATION OF *TARGĪB* AND *TARHĪB* METHODS TO TEACH *AQIDAH* AND *AKHLAQ* SUBJECT IN MADRASAH

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ABSTRACT

This study is aimed at investigating *targīb* and *tarhīb* method in terms of planning, implementation, supporting and inhibiting factors for the implementation, evaluation and success rate of application. This research applied qualitative method using descriptive analytic. The data were collected using observation, interviews, and documentation. Data were analysed by selecting, sorting data obtained, analysing and drawing conclusions. The findings show that the planning was designed in terms of learning strategies, techniques and tactics in the document of lesson plan. The implementation was in accordance with the planning written in the learning steps in the document of lesson plan. The supporting factors included innovative and competent teachers in their fields, full support from the principal, support from the teacher council and school staff, and the availability of facilities and infrastructure. The inhibiting factors covered the differences in the students' background and the location of the classrooms which is next to public roads and residents' houses. The evaluation was done by observing students' attitudes and administering the oral tests in learning. The success rate of implementation can be seen from the increase in the students' awareness to behave *akhlak karimah* in everyday life.

Keywords: *Aqidah Akhlak* Subject, *Akhlak Karimah*, *Targīb* and *Tarhīb* Method

ABSTRAK

Penelitian ini bertujuan menganalisis metode *targīb* dan *tarhīb* ditinjau dari perencanaan, implementasi, faktor pendukung dan penghambat pelaksanaan, evaluasi, dan tingkat keberhasilan penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analitik. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan metode perencanaan *targīb* dan *tarhīb* dirancang dari segi strategi dan teknik pembelajaran dalam dokumen rencana pelaksanaan pembelajaran (RPP). Pelaksanaan metode *targīb* dan *tarhīb* sesuai dengan perencanaan langkah-langkah pembelajaran. Faktor pendukung metode *targīb* dan *tarhīb* mencakup guru inovatif dan kompeten, dukungan kepala sekolah, dewan guru, staf sekolah, sarana, dan prasarana. Faktor penghambat mencakup perbedaan latar belakang siswa, posisi ruang kelas yang tidak strategis. Evaluasi metode *targīb* dan *tarhīb* dilakukan dengan mengamati sikap siswa dan memberikan tes lisan dalam pembelajaran. Tingkat keberhasilan penerapan metode *targīb* dan *tarhīb* diketabui dari peningkatan kesadaran siswa untuk berakhlak mulia dalam kehidupan sehari-hari.

Kata Kunci: *Aqidah Akhlak*, *Akhlak Karimah*, Metode *Targīb* dan *Tarhīb*

INTRODUCTION

Madrasah can be categorized as private secondary schools in Indonesia. The institutions have helped the poor to achieve educational service. The demand is high to study at madrasah because many parents consider that Islamic knowledge can be studied by their children in the madrasah (Stern & Smith, 2016). They have consistently served its students to learn various Islamic knowledge like Fiqih (Athoillah, 2015). In addition, they have paid attention for character education and they design it in several extracurricular activities and Islamic religious education (Syarnubi et al., 2021). To serve better the students learning at madrasah, the teachers are expected to strive and build their competencies to improve their school performance in delivering education (Yaumi et al., 2018)

Madrasah is in a position to deliver Islamic knowledge. One of the subjects taught in Madrasah is *Akidah Akhlak*. Researchers have conducted studies to investigate the issue. Mutmainnah (2020) investigated the teaching of the subject to implement character education. The results show that the subject is integrated into the existing subject and program at madrasah (Mutmainnah, 2020). In the same vein, Mulia (2020) explored the integration of character education in learning process for the subject. The integration included the design in core competence, learning method and learning process used by the teachers (Mulia, 2020).

Other issues have been discussed by researcher for the subject. Umam, (2020) studied the subject as part of the Islamic education to deliver to students. The subject requires appropriate method to deliver in learning process in the classroom (Umam, 2020). Several methods to deliver the subject have been scrutinized by the scholars. (Huda & Ma'arif, 2021) investigated the implementation of active learning for the subject. The results show that the implementation covered planning, implantation and evaluation. There are some inhibiting factors to the implementation (Huda & Ma'arif, 2021). Mansir et al., (2020) conducted a study on the use of roleplaying method to teach the subject. The method helped the teachers to achieve directed and effective learning based on learning goals (Mansir et al., 2020). Jaelani, (2019) investigated the implementation of contextual teaching for learning the subject. The results show that there was an increase in students learning outcome (Jaelani, 2019)

A method in education can have significant contribution to teaching and learning activities. A particular method like experiential learning is expected to improve students' development for intellectual, emotional and physical domain of the students (Rodriguez, 2017). Other methods like flipped classroom and Team based learning can be applied to improve students' understanding on the material of learning (Beek, 2021). Some methods can be applied to serve diverse students and they can be considered as innovative teaching method (Naz & Murad, 2017). In the context of early childhood education, several methods should be proposed to build the foundation for their future competence in learning like the subject history (Skjæveland, 2017). When it comes to the method for outside classroom, outdoor education can bring advantages for students (Sjöblom et al., 2021). For language teaching on argumentative text, student centred method can be applied to improve their competence and cognitive, meta-cognitive and socio emotional skill (Rapanta, 2021).

In Islamic perspective, there is a method for education purposes namely *Targîb* and *Tarhîb* method. Some researchers have discussed the method applicaton in teaching and learning. Iswati (2018) investigated the method implementation at SMPIT (*Sekolah Menengah Pertama Islam Terpadu*/Islamic Intergrated Junior High School) for *Tahsîn tahfidz* course. The teachers found both positive and negative side, its effectiveness and some obstacles in the method implementation (Iswati, 2018). Riani (2014) examined the method implementation at SMP (*Sekolah Menengah Pertama*/Junior High School). The result shows that the method implementation has contributed to the increase and improvement of students' knowledge and attitude (Riani, 2014).

However, the previous studies mentioned have not reported the use of *Targîb* and *Tarhîb* method to teach the subject *Akidab Ahlak*. The present study tries to fill the gap by investigating the method implementation to teach the subject *Akidab Ahlak*. Its implementation is designed to improve students' Ahlak karimah or noble character. It specifically investigates the method in terms of its planning, implementation, supporting and inhibiting factors, evaluation, and success rate at MA (*Madrasah Aliyah*/Islamic Senior High School) Darul Tafsir Al Husaini Depok City.

METHOD

This research applied descriptive analytic which is closely related to the qualitative method (Creswell, 2014). The method allows a description coming from a place or character from a particular event. It may focus on a character with the emphasis on his thoughts. This study may bring the method to the next level by conducting the logical and empirical implications. A rational analysis of vocabulary or social empirical aspects should be carried out (Supiyana, 2017:99). This method is chosen because it systematically describes the facts or characteristics of a particular population or a particular field in a factual and accurate manner regarding the application of teaching method *Targîb* and *Tarhîb*.

This study took place at MA Darul Tafsir Al Husaini Depok City. The data were collected using observation, interviews, and documentation studies. The first technique was used by researchers to dig up information about the application of *targîb* and *tarhîb* methods in teaching the subject. The second technique was conducted to obtain overview and information directly from several sources like the school principal, Deputy principal of Curriculum, subject teachers, Students, Colleagues, and Parents. The last technique was used to collect data related to the general description of the school including: school profile, history of its establishment, vision and mission, organizational structure, teachers and employees' profile, data on infrastructure, documents about objectives and program. In addition, the process of supporting and inhibiting factors of data and documents such as photos of activities or *targîb* and *tarhîb* activities were collected. The data were analyzed using steps proposed by Miles and Huberman in Herdiansyah (Haris Hersiansyah, 2010: 118). There are several steps that must be done, namely data reduction and data presentation. This research was carried out approximately from January 2021 to August 2021.

RESULTS AND DISCUSSION

This section deals with the findings of the present study. It specifically describes each finding to achieve the objectives of the present study. The findings cover the method planning, its implementation, its supporting and inhibiting factors, its evaluation, and its success rate at MA Darul Tafsir Al Husaini Depok City. Each finding will be described and the discussion on each finding will be provided.

Planning for *Targîb* and *Tarhîb* Method

The purpose of applying the methods in learning is to provide stimulation to students regarding the natural rewards they receive in accordance with the actions they have done. This objective is set to familiarize students with good morals by practicing the values in everyday life, so that they have good morals which are in accordance with the school's vision, namely "to be consistent in *imtaq*, to be knowledgeable in *amaliyah*, to support Action with science, and to possess broad insight". The vision can be achieved by performing ahlak karimah which is compatible with one of the missions of the school that is "performing religious values and behaving good moral in daily life".

Based on the documentation technique, this study found that the document in the form of RPP (*Rencana Pelaksanaan Pembelajaran*/lesson plans) have featured systematic components,

namely; the existence of subject identities, basic competencies, learning objectives, learning materials, models, methods, and others. The document of RPP is compiled by the teachers and has been checked by the Deputy Principal of Curriculum. In writing RPP document, the teachers consulted and received clarity from the respective KKG (*Kelompok Kerja Guru/Working group for Subject Teacher*) regarding the learning plan in the form of the syllabus. This study found that the 2013 curriculum syllabus format included components namely KI (*Kompetensi Inti/Core competencies*), KD (*Kompetensi Dasar/ Basic Competencies*), IPK (*Indikator Pencapaian Kompetensi/Competence Achievement Indicator*), learning materials, learning activities, assessment, time allocation, and learning resources. The syllabus has shared similarities with the syllabus components in the KTSP (*Kurikulum Tingkat Satuan Pendidikan/School Level Curriculum*). The difference is that the 2013 curriculum does not include the learning outcomes components on the syllabus document sheet (Syllabus Documentation of *Akidah Akhlak* Subject, Class X MA Darut Tafsir Al Husaini June 15, 2021, 08.20 WIB).

Based on the analysis on RPP document, it can be seen that learning strategies, media and resources have been planned by the teachers before they carry out learning activities. Those components are in accordance with the objectives of learning. Learning strategies, media and resources have been adjusted to the objectives of learning the material presented and the preparation of learning tools as a reference in the implementation of learning which is then packaged in the form of RPP document.

Regarding the techniques and tactics applied to teach the subject, this study conducted interview with Mrs. Novi Ameliani. From the interview results, it can be concluded that the technique used is by strengthening verses of the Quran or Hadith related to material containing *targîb* and *tarhîb*. In addition, guidance from the teacher to motivate students is included. By doing so, it is expected that students always do good deeds and stay away from bad deeds. The techniques are aligned with their tactics, namely convincing students about the verses of the Qur'an or Hadith. This is shown through method *targîb* and *tarhîb* so that students really feel the stimulation of the method (Ameliani, Personal communication, June 15, 2019).

Based on the results from observations and interviews, it can be seen that the teacher has made plans to be applied for the learning process, and applied systematically according to the written steps regarding the *targîb* and *tarhîb* methods in learning *Aqidah Akhlak* subject to improve morals through making lesson plans. This can be seen when teachers carry out learning process activities. They are able to adjust students' condition well and they are proficient in conveying systematic learning material, strategies, techniques and tactics.

Implementation of Targîb and Tarhîb Methods

When it comes to the implementation of the method, this study found that teaching and learning of the subject was carried out through several stages namely initial activities, core activities and teacher's final activities. Those stages were carried out during the learning process to implement what is written in the RPP. The method implementation in teaching the subject is expected to improve students' *akhlak* karimah in carrying out their activities at school. Based on the observations, this study found that the teacher entered the class, prepared the conditions for students to pray, then performed apperception before delivering the learning material. Next, they continued with the delivery of the objectives of the lesson and continued with the presentation of the material. The learning material was taken from student package books obtained from the school library. The material discussed the ways to avoid bad characters. It can be seen that the teachers had taken several stages in delivering the learning material. The information on learning objectives initiated the session to let the

students know what to achieve by the end of the lesson. Learning material was delivered to achieve students' competencies.

This study found that the method implementation in teaching the subject is quite effective. The teachers carried out through three important stages to implement the method. The first is the initial activity stage and the second is the core activity. The last is the final activity carried out in the learning process. The teachers applied the three stages to deliver the learning material of the subject to improve the students' *ahlak karimah*. The students' achievement on good behaviours that is carried out through the activities at school are in accordance with the school's mission.

This study found that there are some indicators that contributed to the effective method implementation. The teachers were able to set and establish learning circumstance that contribute to appropriate condition for learning the subject. They were proficient and skilful in conveying learning material to their students. In addition, they had good command to apply strategies, techniques and tactics systematically in teaching the subject.

Supporting Factors and Inhibiting Factors to Apply *Targîb* and *Tarhîb* Methods in Teaching the Subject

This section deals with two factors to describe the implementation of the method. The first factor to describe is supporting factors. There are several aspects that enabled the implementation of the method.

1. Competent and Innovative Teachers

The teachers played very important role in seeking to improve the students' good behaviours by using the *targîb* and *tarhîb* methods to teach the subject. They are the main actors in the process of instilling Islamic religious values in learning activities in the classroom and outside the classroom. They are expected to be good role models for their students when they are present in the school environment. It takes patience, tenacity, sincerity and sincerity as the subject teachers. The process of appreciation or internalization of Islamic religious values will be successful and it will later improve the students' moral character who are strong and religious. This school also has competent and reliable teachers in their fields, both in the fields of religious science and technology. Therefore, in recruiting teachers, they really choose competent and innovative teachers. By the word competence, it means that the teachers are not only competent in the field of religious matter but also literate in terms of technology, information and communication.

2. Principal's Support

The principal is in charge to improve quality of education. It should accomplish the job and responsibilities to improve the quality of education. It requires independence and initiatives in managing and empowering available resources to achieve the quality of education. To improve the teachers' performance, optimal support from the principal is needed. This study found that in terms of learning activity design, the principal provided freedom for the teachers to be as creative as possible in carrying out learning activities. The teachers were allowed to make good and creative innovations in learning so that the actions taken by teachers can be in line with the vision and mission. They should exhibit their creativity to deliver learning material as creative as possible. They do not only focus on the completion of their obligations after teaching but they should spend their effort to offer innovation in creating a more conducive and fun classroom atmosphere.

3. The mosque existence in the school environment

The mosque is the main feature that embraces the development of religious culture within a particular educational institution. This study found that the mosque served several functions to offer. One of its functions is to facilitate the process of internalizing Islamic religious values through learning activities. It also functioned to cater religious activities such

as congregational prayers, Islamic studies and other religious activities that the students and teachers involved. It can also be a place of guidance for students such as discussing and getting used to maintaining the cleanliness and tidiness of places of worship. In addition, it can be a place for their relaxing moment when students are tired of studying in class.

4. Fellow Teachers' Support

This study found that all the teachers in the school collaborated each other to achieve the school vision and mission. The role of other fellow teachers is crucial for the subject teacher to improve students' good character. In this case, all teachers were involved in an effort to improve the students' noble character. They should be a living example, a role model for students. When there were students who did bad deeds, they ought to participate in giving advice. This task requires the joint effort from all the teachers in the school. This is to say that the subject teachers are not only one who is responsible for the task to improve students' good character.

5. Facilities and infrastructure

This study found that the school has provided proper facilities. The school is a social and educational institution whose existence is part of the nation's social system. The facilities and infrastructure were designed to prepare and serve the need of the students in the school. The school is responsible to provide students an experience that develop their physical and mental development, broaden their knowledge and nurture their skills.

Based on the observation, this study found that the school has provided proper facilities to ensure that educational process and the quality of education are secured. The school has managed to comply with standardized facilities and infrastructure. Facilities and infrastructure greatly affect students' ability to learn. It goes without saying that facilities and infrastructure play very important role when it comes to the quality of student learning.

Based on the interview with the subject teachers, it can be concluded that they need learning facilities to support their teaching and learning activities with their students. They could organize learning activities when the facilities were available. The facilities supported teachers to achieve the learning objectives and deliver the learning materials for the students. The more complete and adequate learning facilities owned by a school, the easier for the teachers to carry out their duties as educational staff. Proper facilities bring good atmosphere for the students during their learning activities. They must be developed in order to support the teaching and learning process. The facilities that are very helpful in supporting the activities of teachers and students include mosques, computer labs, libraries, halls, canteens, fields, and large yards.

On the other hand, this study found some factors that inhibited the implementation of the method to teach the subject. There are at least two inhibiting factors for the method implementation in teaching the subject.

1. Varied students' educational background

There are differences among students in terms of their previous educational background. Their difference affects their academic attainment in learning. Based on the documentation studies, it can be concluded that the difference is dominated by the origin of each student's school. This is to say that they have graduated from various school including SMP (*Sekolah Menengah Pertama*/Junior High School) MTs (*Madrasah Tsanawiyah*/Islamic Junior High School) and Pesantren (Islamic boarding school). Their different background has advantages and disadvantages for the school that accept them to learn in the institution.

2. The location of the school which is next to Public Roads and Residents' Houses

Based on the observation, this study found that the school is located next to the public road. It goes without saying that the noise coming from the public road is inevitable. This affects the circumstance where students need the quiet place to learn. In addition, the

Residence house is surrounding the school. This noise from the neighbouring residence to some extent created the noise that disturb students' focus in their learning process.

Evaluation for the Method

Based on the observations, this study found that the subject teachers took several stages in implementing the method. In the initial learning activities, the teacher prepared the conditions for students to pray then the teacher conducted apperception first. After that the teacher continued with the delivery of the learning objectives then he continued with the presentation of the material. In this initial condition, the students looked so fresh and very enthusiastic in participating in learning activities. On the part of the subject teachers, it seems that the implementation of the method run well.

The students followed the method implementation when they learned the subject. Based on the observation, this study found that students seemed to be enthusiastic in participating to learn, to take notes on all material presented by the teacher, and to ask questions. In addition, students when being tested verbally by the teacher, they were able to answer questions. When it comes to student's situation when learning the subject, this study found that most of the students participated well in learning the subject. No student slept and chatted during the subject. There were eight students actively asked questions and 12 students could answer questions from the teacher. Other 10 students recorded the material presented by the teacher.

Based on the interviews with the students, it can be concluded that the methods are very effective to use in teaching the subject. They felt very enthusiastic to write material a lot and to ask a lot of questions. They stated that they could answer questions posed by the teacher. In addition, they thought that the method had created a very dynamic atmosphere for them to learn the subject.

The success rate of the Method Implementation

Based on the observations, this study found several things to prove the success rate of the method implementation. Many students actively asked questions during their learning process to improve their understanding on the learning material. At the end of the lesson, the teacher asked several questions orally to evaluate the learning process that had been carried out. The assignments were also given to students to assess their knowledge.

Based on the results of interviews with the school principals, deputy of principal for curriculum, students, colleagues and parents, this study concludes that the method implementation in teaching the subject *Akidab Akhlak* had improved students' *ahlak karimah*. In other words, the method has implications to improve students' *Akhlak karimah*.

Based on the findings of this study, it can be seen that the school has several indicators in an effort to carry out and support the implementation of the method to teach the subjects. One of the indicators is the teaching methods that the teachers had designed and prepared. When it comes to the curriculum, the teachers and the students used the 2013 curriculum. There was a proper and good relationship between the teachers and the students since it was proven by the several indicators like greeting each other, shaking hands when meeting and respecting each other. In addition, the relationship among students was well-built to ensure that the discipline of the school is implemented.

In this section, the discussion on the findings will be provided. This study investigates the implementation of *targhib* and *tarhib* method to teach the subject *Akidab Akhlak*. Method in Greek means a path to travel or a pursuit of knowledge. The term comes from the Greek which consists of the word "meta" and "hodose". The first means through and the latter means the way (Bukhari Umar, 2015). In education, method refers to the ways applied to achieve educational objectives. In this present study, the researchers introduced the *targhib* and

tarhīb as teaching methods in a subject of *Akidah Akhlak*. The two terms have their own meaning and distinction. *Targīb* is a promise accompanied by persuasion and the delay for benefit, delicacy, and enjoyment. The delay in this context is good, pure, and is done through good deeds or self-prevention from harmful delicacy (a bad deeds). One thing is clear that, everything is done to seek the pleasure of Allah and its mercy (Iswati, 2018).

The subject requires appropriate method to achieve the learning objectives (Umam, 2020). One of the method is *targīb* and *tarhīb* and it can be used to motivate and to increase students' attention to learning the subject. They are applied by providing bad information from disgraceful behaviour then giving appreciation for commendable attitudes and giving sanctions to students during the learning process. The method, of course, plays an important role in the teaching and learning process because it helps the teacher to achieve the effectiveness of learning a lesson (Riani, 2014).

Education should enable students to possess Ahlak karimah (good characters). They are morals and they have something to do with a rule or norm that regulates the relationship between human beings and God and the universe. The present study is in line with the previous studies conducted by (Mutmainnah, 2020; Mulia, 2020). It is one of the teachings of Islam that every individual Muslim is obliged to perform in daily life. It establishes good relationship among human in their relationship. Quran and hadith have taught Muslim to perform *Akhlak karimah*.

Madrasah can be a perfect institution to teach Ahlak karimah and this is the reasons why many parents want to send their children to study at madrasah (Stern & Smith, 2016). The prophet Muhammad is an ultimate source for Muslims to learn and exemplify *akhlak karimah* that he had shown to the society. Individuals need to perform good character because by doing so they have managed their effort to comply with *sharia*. Allah sent the Prophet Muhammad down to earth nothing but to perfect the morals of the people. Allah has stated in Surah Luqman verse 18 “and turn not your face away from men with pride nor walk in insolence through the earth. Verily, Allah likes not any arrogant boaster.” In the same vein, the prophet Muhammad “on the day of resurrection, nothing will weigh more heavily on the scales than good character.” (HR. Tirmidzi).

The present study has shown that the teachers have planned well for the method implementation because they designed it in RPP document. The planning should design the method to apply in teaching and learning activities. The method is expected to enhance students reflective, learning engagement and team work (Wang, 2021). The method planned should also yield students' positive attitude and positive outcomes (Veldman et al., 2020) The present study found that there were three stages that the teacher implemented to carry out the method in teaching the subject. Wina Sanjaya (2009: 127) suggests that the strategy is an operating plan (action/activity) to achieve something, while the method is a way/way to achieve something. Therefore, the learning method is different from the learning strategy. In teaching and learning activities, teachers do not have to rely on using a single method, but instead they should use varied methods. Selecting appropriate method in teaching makes the course of teaching attractive and interesting for the students. It avoids boredom on the part of students. There are many benefits to achieve when methods of teaching are correctly selected, compatible with the situation, suitable with the psychological condition of students. Skilful teachers are aware and able to select appropriate method to teach learning material in their classroom.

The present study found that there were several supporting factors for the method implementation. They include competent teachers, support from principal, the availability of the mosque and proper facilities. The teachers are expected to strive and build their competencies to improve their school performance in delivering education (Yaumi et al.,

2018). The school principal is in charge to improve quality of the school. When it comes to teaching and learning, the principal should encourage the teachers to seek for the best method to teach the subject (Bredeson, 2000).

When it comes to facilities, it goes without saying that the schools are expected to provide representative facilities for students to learn. Students achievement can be linked to facilities of the school (Hopland, 2013). One of the buildings is the mosque. In educational institution, a mosque can serve many functions. It may be designed to teach and nurture students' spiritual aspect. Other educational and religious activities can be facilitated by the existence of the mosque (Nurhadi, 2019)

The present study found that there were some inhibiting factors for the method implementation. Teaching and learning activities always have their inhibiting factors and it can be external and internal factors (Kanji et al., 2020) They should be taken into consideration by the teachers. Students varied background may bring different students' achievement. Their varied background if not handled wisely can be a problem (Butarbutar et al., 2018). If students have problem, they are expected to cope with their problem by the guidance from the teachers (Amponsah et al., 2020).

In education, evaluation refers to an activity to asses things that have been planned and carried out systematically and continuously. It is done to obtain existing information about the condition of students. This activity measures the learning process and outcomes. Without evaluation, it is impossible and will be difficult to assess students' achievement on the learning objectives. Evaluation on students' academic performance and teacher performance is important (Reverter et al., 2020)

Method is crucial for the teachers to select and implement in delivering learning materials for the students. It is also referred as *ṭarīqah* in Arabic terms. It refers to strategic steps that are prepared to do a job. The steps are chosen and applied to achieve educational objectives. They assist students to receive lessons or learning materials easily, effectively. To find out how effective the method is in achieving the learning objectives, evaluation should be conducted. Evaluating the teaching practice is not easy and requires serious effort to implement it (Simonson et al., 2021).

To evaluate the method means to asses between functions, principles and the results achieved in learning. Its main function is to examine an object or situation to get the right information as a basis for decision making. It is not the end of the learning cycle, but it is the beginning of the next learning cycle. There are various condition that bring impact on teaching evaluation accuracy (He et al., 2021)

This present has contributed to the body of knowledge. It has investigated the subject Akidah ahlak by applying several methods like active learning (Huda & Ma'arif, 2021); role playing method (Mansir et al., 2020) and contextual teaching (Jaelani, 2019). On the other hand, the present study has some limitations. In terms of the method, the present study applied qualitative method. It is suggested to use mix method for further study in investigating the method to teach the subject.

CONCLUSION

The present study investigated the application of *targīb* and *tarhīb* methods in teaching the subject *Akidah Akhlak*. The method is expected to improve students' *Ahlak Karimah* at MA (Madrasah Aliyah/ Islamic Senior High School) Darut Tafsir Al Husaini, Depok City. Based on the results of this study, several conclusions can be drawn. *First*, the planning of the method implementation. The subject teacher planned the method to implement in teaching the subject. The planning included the preparation of the RPP documents consisting of planning for *targīb* and *tarhīb* methods, strategies, and tactics for the implementation of the method to

improve students' *Akhlak karimah*. *Second*, the implementation of the method. The method was implemented and it brought some improvement. The indicator can be seen from the way the teacher implemented stages made in the RPP. *Third*, supporting and inhibiting factors for the method implementation. Supporting factors include innovative and competent educators in their fields, full support from the principal, the presence of a mosque in the school environment, support from the teacher council and school staff, the availability of adequate facilities and infrastructure. The inhibiting factors include the differences in the background of students and the location of classrooms that are next to public roads and crowded houses. *Fourth*, the evaluation of the method. It was carried out in the school. It took test and non-test techniques. It was carried out by written tests, both daily tests, midterm or end-semester tests. Oral tests were carried out to measure the extent to which students are able to understand the material presented by the teacher so that students cannot guess the answers to questions. The test was done by observing students' attitude. *Fifth*, the success rate of the method implementation. It can be seen from the decrease in the level of student violations, an increase in students' awareness to behave or have good morals in everyday life, and the competence to carrying out Islamic shariah.

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