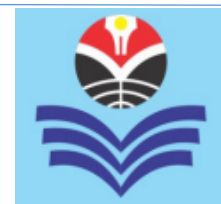




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The Role of P2MB Students in Increasing Student Enthusiasm and Discipline in Learning the Al-Qur'an Through the Targhib wa Tarhib Method

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ABSTRACT

This article aims to describe the role of P2MB students in an effort to increase student enthusiasm and discipline through methods targhib wa tarhib in learning the Qur'an. The method used in this research is a case study method with a qualitative approach. Research data were collected through observation and interview techniques. Observations are made by observing the learning process using the method targhib wa tarhib, and interviews were conducted by asking a number of questions to relevant sources such as teachers, and a number of students at Madrasah Nurul Iman. Based on the findings, it can be seen that the method targhib wa tarhib in Madrasah Diniyah Nurul Iman is implemented through learning the Al-Qur'an Al-Qari'ah letter. In learning, students as teachers explain about the rewards of good deeds and bad deeds in the afterlife. In addition, students (teachers) also discuss the contents of Q.S. Al-Qari'ah through media teaching question sheets, giving reward in the form of prizes for students who answered and punishment in the form of re-explaining for students who do not pay attention. Furthermore, based on the results of observations and interviews, it can be concluded that P2MB students act as innovators, motivators, and mediators in enhancing a positive, fun, enthusiastic and disciplined learning atmosphere through the targhib of tarhib on Al-Qur'an learning at Madrasah Diniyah Nurul Iman.

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1. INTRODUCTION

The Indonesian University of Education organizes the Sustainable Community Empowerment Program (P2MB) Thematic KKN Building Villages in synergy with MBKM Kemdikbudristek. The P2MB program is divided into several sub-programs, including Thematic KKN Building Villages, Humanitarian Projects, and National Defense (Sunendar, 2022). Furthermore, the Thematic KKN program for Building Villages consists of several themes including Building Village SDGs (The Sustainable Development Goals or WHO National Development Goals), Building Tourism and Creative Villages, and Agent of Change. All of these programs are aimed at supporting the MBKM program and developing a number of 21st Century competencies, namely leadership, critical thinking skills, creativity, communication and collaboration. Apart from that, this program is also expected to fulfill the Graduate Learning Outcomes (CPL), especially aspects of general attitudes and skills in each undergraduate and applied undergraduate program (Sunendar, 2022).

In its implementation, UPI Sustainable Community Empowerment Program (P2MB) students are placed in various regions according to the assigned program theme. One of the areas used as a P2MB location is Karangmulya Village, Plumbon District, Cirebon Regency, West Java. Karangmulya Village is a village that has many advantages and potential for development, especially in terms of SDGs (The Sustainable Development Goals or WHO National Development Goals). These potentials are in the form of markets owned and managed by the village, educational institutions owned and supported by the village, village services and efforts in registering and registering community land certificates, and a number of capable MSMEs in the village. However, Karangmulya Village also has several problems, including a lack of market management and cleanliness, as well as a lack of community participation in community activities such as religious activities, education and cleanliness.

Starting from these potentials and problems, P2MB UPI students strive to develop village potential and overcome village problems through various programs. These programs cover several sectors such as education, religious, social and health sectors. These programs include teaching at educational institutions such as elementary schools, PAUD, and Madrasah Diniyah (MD), carrying out religious activities in the community, assisting with immunization programs at posyandu, and assisting with the Complete Systematic Land Registration (PTSL) program.

One of the programs carried out by P2MB students is teaching at educational institutions. In implementing the program, P2MB students try to observe the potential and problems that occur in educational institutions. These problems relate to educational components such as educational institutions, teachers, students, teaching materials, learning methods, learning media, learning evaluation and so on.

In this regard, in the current era of education, there are several problems related to students in learning. These include a lack of discipline, rarely going to school, not obeying the

teacher during learning, not paying attention to the teacher during learning, playing around a lot, coming to school late, and not doing assignments (Rahmat et al., 2017). Likewise, the problems that occurred at Madrasah Diniyah Nurul Iman. Based on the results of an interview with one of the teachers, it can be seen that one of the problems that occurs at Madrasah Nurul Iman is the lack of discipline and enthusiasm of students in participating in learning. This happens partly because madrasah is an additional school after elementary school learning, so students are less serious about learning, such as playing around a lot and not concentrating while learning is taking place.

It cannot be denied that student order, enthusiasm and discipline are one of the keys to creating a conducive and optimal learning atmosphere (Sari & Hadijah, 2017). Therefore, it is necessary to create a learning atmosphere that supports the creation of orderly, enthusiastic and disciplined conditions, one of which is through effective classroom management actions (Sari & Hadijah, 2017) accompanied by quality learning methods (Rikawati & Sitinjak, 2020).

One learning method that supports enthusiasm and discipline is the qurani targhib wa tarhib method. The targhib wa tarhib method is a method of learning the Koran that can touch feelings, raise enthusiasm, foster motivation and focus attention. The targhib wa tarhib method conveys appreciation for commendable behavior and provides sanctions for despicable behavior in students (Riani, 2014). So, the targhib wa tarhib method is very suitable to be applied to increase student enthusiasm and discipline as in the problems above. This is because the targhib wa tarhib method provides treatment for each student's behavior. The treatment is in the form of a reward (targhib) for students who obey and punishment for students who do not comply (tarhib). This treatment is carried out while providing information about the happiness and threats resulting from a behavior. So the targhib wa tarhib method seeks to foster motivation to help students maximize attention to the lesson material presented (Riani, 2014).

Based on these problems, P2MB UPI students are trying to increase student enthusiasm and discipline through the targhib wa tarhib method. Based on this, the main problem of this research is "what is the role of P2MB students in increasing student enthusiasm and discipline in learning the Al-Qur'an through the targhib wa tarhib method" and the purpose of writing this article is to describe the role of P2MB students in efforts to improve student enthusiasm and discipline through the targhib wa tarhib method in learning the Koran.

To simplify the discussion and research results, the main problem is further explained into the following two research questions. (1) how to implement the targhib wa tarhib method in learning the Al-Qur'an, and (2) what is the role of P2MB students in increasing student enthusiasm and discipline in learning the Al-Qur'an through the targhib wa tarhib method.

2. METHODS

The method used in this research is a case study method with a qualitative approach. The case study in question, as stated by Bogdan and Biklen (2007) quoted by Gunawan (2022), case study is a detailed examination of one setting or one single subject, or one single depository or document, or one particular event, a case study is detailed examination of a particular setting, archive, document, or event. (Gunawan, 2022). Likewise, according to Creswell, a case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals (Creswell, 2010).

As a qualitative research approach method, this method was chosen because this research aims to describe naturally and in depth the role of P2MB students in learning the Al-Qur'an through the *targhib wa tarhib* method in an effort to increase student enthusiasm and discipline. This is as explained by Robert K. Yin (2008) in Asmara (2013), that case studies are used as a comprehensive explanation relating to various aspects of a person, a group, organization, program or social situation that is researched, pursued and studied. as deep as possible (Asmara, 2013).

This research focuses on one setting or object. In particular, this research focuses on the role of P2MB students in implementing the Qur'an *targhib wa tarhib* method in Al-Qur'an learning at Madrasah Diniyah (MD) Nurul Iman, Karangmulya Village as an effort to increase enthusiasm and discipline in the learning process.

Next, research data was collected through documentation studies, observations and interviews. The documentation study was carried out by collecting a number of literature that explained the *targhib wa tarhib* learning method. Observations were carried out by observing the learning process using the *targhib wa tarhib* method by P2MB students at Madrasah Diniyah Nurul Iman. The interviews were conducted by asking a number of questions to relevant sources such as teachers and a number of Madrasah Nurul Iman students regarding the role of P2MB students in increasing student enthusiasm and discipline through the *targhib wa tarhib* method in the Al-Qur'an learning process in class.

3. RESULTS AND DISCUSSION

3.1 *Targhib wa Tarhib* Method

3.1.1 Definitio

Targhib means fun and *tarhib* means to scare, namely the method of giving rewards and punishments, or in other editorials it is often called reward and punishment (Suyati et al., 2023). With this method, teachers can reward students who excel by giving punishment to students who break the rules (Firdaus, 2020). The word *targhib* comes from *kara raghbah*, which follows the pattern of the word *ta'fil*. The word *raghbah* means love, delight in the good, while the word *taghrib* means encouraging or motivating oneself to love the good (Prahara, 2015). *Targhib* is a promise accompanied by persuasion with seduction to postpone benefits, deliciousness and pleasure. However, this delay is certain, good and pure, and is done through good deeds or self-prevention from dangerous delights (Aisah et al., 2023). *Targhib* aims to achieve balance between the world and the afterlife, because in general Islamic education emphasizes that humans consist of spirit and physical, so that they function between human nature and the character of holiness to submit to the greatness of Allah (Anggraini, 2018). In the world of education, we know the term reward, which is one of the methods in education. Awards can be interpreted as a form of appreciation for a particular achievement given either by and from an individual or an institution which is usually given in material or verbal form (Rosyid & Wahyuni, 2021). Rewards are given to children who succeed in doing good or achieving in their daily lives, whether these achievements are in the school, family or community environment (Firdaus, 2020). Meanwhile, in other terms, namely rewards or prizes which in Indonesian can be interpreted as wages, rewards, rewards and awards. So in this case the reward in education is giving prizes or awards to students for the achievements they have achieved. Therefore, rewards are a representative educational tool that is fun and inspires or encourages students to do something better and more useful, especially for children who are lazy and have poor achievements (Seven, 2019).

Meanwhile, *tarhib* is a threat or intimidation through punishment caused by the commission of a sin, mistake, or act that has been prohibited by Allah SWT. (Mawaddah,

2018). The term *tarhib* comes from the word *rahhaba* which means to frighten or threaten. Then the word was changed to the noun *tarhib* which means threat of punishment (Prahara, 2015). *Tarhib* can also be interpreted as a threat from Allah to frighten His servants by highlighting one of the characteristics of divine glory and power so that they are reminded not to make mistakes and disobedience (Riani, 2014). *Tarhib* is known as punishment, punishment or sanctions as a form of negative reinforcement, but if given appropriately and wisely it can be a good educational method (Aisah et al., 2023). Punishment is a form of negative reinforcement which aims to cause displeasure in someone so that they do not do something that is contrary to norms that are believed to be the truth.

Reward and punishment is a method in the world of education whose aim is to provide motivation so that student achievement and interest can be improved (Firdaus, 2020). So it can be concluded that the *targhib wa tarhib* method is a method presented in the Qur'an to stimulate students' thinking patterns and encourage students' motivation towards goodness because as understood by *Targhib* which means the promise of pleasure in the afterlife in heaven and *Tarhib* which means punishment for sinners there will be misery in the afterlife in hell (Mawaddah, 2018). With this method, teachers can reward students who excel by giving punishment to students who break the rules (Suyati et al., 2023).

3.1.2 Benefit

Islam uses the *targhib wa tarhib* method, to create motivation to always have faith in Allah and His Messenger. According to Hendrik Eko Prasetyo, reward and punishment have a good influence on students who are less motivated in learning, reward and punishment also have a positive impact on students who have problems learning or not (Rosyid & Wahyuni, 2021). Rewards as a fun, repressive educational tool can also encourage and motivate students to be more diligent and active in studying, so that their learning achievements can increase. As for punishment, apart from aiming to expedite the process of implementing education, it can also encourage and motivate students. Rewards that are given well will also have a positive impact on student development. Students will gain inner peace and a feeling of satisfaction with what they have done both in terms of process and results, as well as punishment that is carried out positively has good implications for the students who receive the punishment (Firdaus, 2020). It can even be said that the application of punishment in the context of forming disciplinary behavior in students is quite effective in improving student discipline, this is proven by the fewer students who violate school rules (Ridwan, 2018).

The *targhib wa tarhib* method can have a direct instructional impact on students' psychology, thereby enabling changes in students' thinking patterns and behavior (Suntoro, 2021). The other benefits or impacts of the *targhib wa tarhib* method include; increasing self-awareness, increasing feelings of optimism, fostering a sense of caution in one's actions, as instilling fear of Allah, creating fear of bad consequences if one indulges in pleasure that is not permitted by religious law, giving rise to feelings of *Rabbāniyyah*, namely *khauf* (fear), *khusyū* '(submit), *hub* (love) and *rajā*' (hope) to Allah, creates a balance between impressions and feelings and invites students to realize the truth in attitudes, both directly and indirectly (Riani, 2014). This shows that providing rewards and punishment is a means of training students' discipline and enthusiasm. Ibn Sina expressed his opinion that "punishment or *tarhib* should be given to children if they make mistakes" (Student et al., 2021). This aims to shape personal morals, educate discipline, and provide awareness within them. Every punishment given can also educate children so that they can research in advance what the consequences of the mistakes they have made will be, so that indirectly they will be more careful about making mistakes (Baroroh, 2018). With the *targhib wa tarhib* method, the good

and bad things conveyed to someone can influence him to be motivated to do good (Sa'diyah, 2020).

3.1.3 Application

The implications of the Targhib wa Tarhib method for student learning motivation can be seen from how serious the students are in completing assignments and the reciprocity between students and teachers when in class (Mawaddah, 2018). It's the same when using the reward and punishment method because both aim to lead someone to a good path and leave behind the bad. So, by using this method students can sort and choose what is good to do so that it motivates students continuously to continue learning.

1. The teacher revealed the natural rewards for people who obey God's commands
2. The teacher describes the natural punishments for sinners
3. The teacher motivates students to discuss the verses of the Qur'an which contain targhibtarhib
4. The teacher gives a picture of happiness in the afterlife for people who carry out Allah's commands and avoid His suggestions
5. The teacher gives a picture of misery in the afterlife for people who neglect Allah's commands or violate His prohibitions
6. The teacher asks one of the students to express his message and attitude towards the main material of the learning material that has just been presented (Mawaddah, 2018)

The scheme for using the targhib and tarhib methods according to KH Ahmad Dahlan

1. The teacher explains the importance of good morals in everyday life both at school and outside school
2. The teacher provides examples of akhlakul karimah behavior according to the example of the Prophet
3. Teachers motivate students if they have good morals, they will be loved by Allah and His Messenger, loved by humans and will get heaven
4. Teachers influence students if they have bad morals, they will not be loved by Allah and His Messenger, they will be shunned by their friends and will put the perpetrators in danger.
5. In this case the teacher gives gifts or rewards to students who behave well (can be given free food or plus points)

If you make a mistake, you will be punished in the form of memorizing a short letter or memorizing a hadith about easy morals (Azis et al., 2023).

3.1.4 Learning the Qur'an

The word learning is a word that comes from the English language Instruction. The word Instruction has a broader meaning than teaching. Learning includes teaching and learning activities that are not physically present by the teacher, so that learning is not focused on teacher and student activities in the classroom. In learning, what is emphasized is the learning process, therefore, planned efforts to ensure that the learning process occurs in students is called learning (Asrori, 2016). Learning is an educator's effort to help students carry out learning activities (Hasunah & Jannah, 2017).

Furthermore, the Qur'an is linguistically a noun formed from the word qara'a which is synonymous with the word qira'ah which means "reading". The Qur'an is the word of Allah which was revealed to the Prophet Muhammad saw. through the intermediary of the angel Gabriel as written in the mushaf which was transmitted to us mutawatir. The Koran is Allah's

greatest book for His faithful servants. For that reason, Allah SWT. will give enormous rewards to anyone who reads and practices it (Hasunah & Jannah, 2017).

According to Quraish Shihab in (Abrianto et al., 2018) the Al-Qur'an generally has main objectives, including:

1. Instructions for the creeds and beliefs that must be adhered to by humans as creatures created by Allah SWT which are concluded in faith and the oneness of Allah and belief in the certainty of the day of judgment.
2. Instructions regarding morals that must be carried out by every human being, both individually and in relationships between humans. Includes morals towards Allah SWT, morals towards fellow humans and morals towards other creatures of Allah.
3. Instructions regarding Shari'ah and law by explaining the basics of law that must be followed by humans in their relationship with God and fellow humans.

Thus, it can be concluded that learning the Al-Qur'an is an educator's effort to help students read and understand the contents and messages in the Al-Qur'an. In madrasas, the Qur'an and Hadith are one of the PAI subject groups. Al-Qur'an and Hadith subjects have the function of directing students to have the competence to be able to understand and appreciate the contents contained in both the Koran and the Hadith of the Prophet Muhammad, which later it is hoped can be realized in daily life, namely actions that radiate faith and apply piety towards Allah SWT. In accordance with the guidance stated in the Koran and Hadith (Abrianto et al., 2018).

3.2 Enthusiastic and Disciplined Learning Concept

According to the Big Indonesian Dictionary, the word 'enthusiastic' means passionate, enthusiastic or has a great interest in something. According to Ruly Mujahid as quoted by Suciati (2018), enthusiasm is joy, a surge of passion, great interest in something. Enthusiasm is a feeling of excitement about something that happens, which has the effect of passion or excitement from within a person spontaneously or through prior experience (Suciati, 2018).

Students' activeness and enthusiasm for learning in learning can be created depending on the teacher's efforts in creating a conducive and effective atmosphere in learning. Teachers should be able to choose or combine several appropriate learning models in order to create a conducive learning environment, use media that is appropriate to students' conditions, as well as methods that can support the learning model used in the sense that it can refer to curiosity and motivate students to be actively involved and enthusiastic in Learning Activities. Active student involvement in the learning process will provide great opportunities for achieving learning objectives (Ahdar, 2018).

Furthermore, discipline is an action that shows orderly behavior and compliance with regulations. According to the Big Indonesian Dictionary, discipline means obedience to regulations. The word discipline has meanings including punishing, training, and developing children's self-control (Rahmat et al., 2017).

According to Ahmad (2009), discipline can shape a child's psychology to understand the rules so that children understand when it is the right time to implement the rules and when to set them aside. So to form discipline, habits are needed in the child's daily life (Rahmat et al., 2017).

In Law Number 20 of 2003 concerning the National Education System, it is explained that the orientation of improving the quality of schools is all directed at student achievement,

including increasing the discipline of students attending school on time or early as one of the personality traits of students who have good character. Therefore, the togetherness of the school community is needed to improve student discipline during learning (Ridwan, 2018).

3.3 Implementation of the Targhib wa Tarhib Method in Al-Qur'an Learning

Currently, the targhib wa tarhib method does not only mean giving rewards and punishments, such as giving prizes to students who excel and giving punishments for violating disciplinary rules. However, it is more than that that the use of methods in Islamic education is adjusted to the level of intelligence, culture, sensitivity and nature of the child (Rinjani, 2021). The steps for applying the Targhib wa Tarhib method which are generally mentioned by Ida Aulia Mawaddah, and M. Taisir in their research on "Implications of Applying the Targhib Wa Tarhib Method to the Learning Motivation of MA Putri Al-Ishlahuddiny Kediri Students" are as follows:

1. The teacher reveals the natural rewards for sinners
2. The teacher revealed the natural rewards for people who obey God's commands
3. The teacher motivates students to discuss the verses of the Koran and hadith which contain Targhib and Tarhib
4. The teacher gives a picture of happiness in the afterlife (heaven) for people who carry out Allah's commands and stay away from His prohibitions
5. The teacher gives a picture of misery in the afterlife (hell) for people who neglect Allah's commands and violate His prohibitions. The teacher asks one of the students to express his message and attitude towards the main material and learning material that has been presented.

In terms of goodness, in learning students can be given motivation with this target and by providing an overview of the benefits for students who are successful in their learning, so that they gain development and progress, both material and spiritual (Prahara, 2015). Meanwhile, according to Muhammad Jameel Zeeno (Suyuthi & Sun'an, 2018), rewards can be in the form of:

1. Educational praise
2. Give gifts
3. Pray
4. Achievement board
5. Patting the shoulder
6. Use as a reference
7. Give a message to other teachers or students
8. Message to the families of the students concerned

In the method of giving tarhib or punishment, where punishment should not be given unless it is forced and there is no other choice and by first giving a warning and appeal as stated by Allah SWT in Q.S, An-Nahl verse 125 which means: "Call humans to the path your Lord with wisdom and good lessons and refute them in a good way. "Indeed, it is your Lord who knows best about those who stray from His path and He is the one who knows best those who are guided" (Iswati, 2019). The concept of giving tarhib in Islam places more emphasis on giving warnings in subtle, wise and intelligent ways without prioritizing elements of violence. Here the teacher must be very careful, lest the students who are given punishment feel like they are being tortured. This educational tool in the form of punishment is something unpleasant as a reward for bad behavior, but it is important to remember that in giving this

punishment, a teacher must have motivation so that the punishment given to students can be a good motive for the students. (Muzakki, 2017).

P2MB UPI students implement the Qur'anic *targhib wa tarhib* learning method in Al-Qur'an subjects at Madrasah Diniyah Nurul Iman. Learning is carried out in class 3 with teaching material Q.S. Al-Qari'ah. In accordance with the steps for implementing the *targhib wa tarhib* learning method explained by Riani (2014), Mawaddah (2018), and M. Taisir, the following are the stages of implementing the *targhib wa tarhib* method by P2MB students when teaching Al-Qur'an subjects material Q.S. Al-Qariah class 3 Madrasah Diniyah Nurul Iman.

1. The activity begins by reading Q.S. Al-Qari'ah together
2. The teacher explains the contents of Q.S. Al-Qari'ah about the Day of Judgment, in the middle of the explanation, the teacher asks students questions. Students who can answer get prizes. And students who were not paying attention were ordered to explain again or asked questions.
3. Teacher explains the natural rewards for people who obey God's commands.
4. The teacher explains the picture of happiness in the afterlife for people who obey Allah SWT's commands. and stay away from His prohibitions. In Q.S. Al-Qari'ah explains that those whose scales of good deeds are heavy will undoubtedly attain happiness. Teachers motivate students to do good deeds in every way, such as helping friends who need help, helping parents, being kind to parents and teachers, doing homework, studying diligently and so on. The teacher explained that people who do good deeds sincerely will be rewarded with similar rewards and goodness from Allah SWT.
5. The teacher explains the misery in the afterlife for people who neglect Allah SWT's commands. In Q.S. Al-Qari'ah explained that people who are light in their good deeds will surely return to the Hawiyah hell. The teacher explains about avoiding bad deeds that will reduce good deeds, such as cheating, stealing, lying, quarreling and fighting with friends, and so on. The teacher explains that if humans do bad deeds, they will be rewarded with more bad deeds and even misery in the afterlife.
6. The teacher appoints students who are not paying attention to explain again and the teacher asks questions about the material that has been explained
7. The teacher conducts questions and answers with students about the content of Q.S. Al-Qariah and his messages through the teaching media "question paper". Students who dare to come forward and answer the questions are given prizes.
8. Teachers and students conclude the teaching material together
9. Teachers and students pray together

3.4 The Role of P2MB Students in Increasing Student Enthusiasm and Discipline Through the *Targhib wa Tarhib* Method

The presence of P2MB UPI students at Karangmulya Village educational institutions, especially at Madrasah Diniyah Nurul Iman, brings a positive and enjoyable atmosphere to learning. This is as explained by Mrs. Yani, one of the teachers at Madrasah Diniyah Nurul Iman. According to him, P2MB students are brave, alert and skilled when teaching. When asked to teach and explain the material, the students were willing and brave, even without being told about the material first. The teaching methods and media used by the students were varied and enjoyable.

This was also conveyed by Dea (10 years), one of the third grade students at Madrasah Diniyah Nurul Iman. Dea explained that studying with P2MB students was very exciting and fun, there were lots of games and games. Zara (10 years old) also said the same thing, that

she was very happy to be able to study with P2MB students, their nature was exciting and fun.

This is also in accordance with observations made by P2MB students during class. While P2MB students helped teach at Madrasah Nurul Iman, the students seemed enthusiastic and always followed the students' directions during the lesson. In this regard, Mrs. Sani, one of the teachers at Madrasah Diniyah Nurul Iman explained that students usually like new atmospheres. The presence of students at the madrasah is a new atmosphere for students, so they are interested and enthusiastic. Mrs. Sani said. if students do not come to the madrasah, the students usually ask and look for students. The presence of students can also reduce students' boredom in studying.

Based on this, it can be concluded that P2MB students can promote a positive, enjoyable, enthusiastic and disciplined learning atmosphere. The role of P2MB students in increasing enthusiasm and discipline is as follows.

1. Students as innovators

P2MB students act as providers of ideas regarding learning in class. The learning methods and learning media used by students can be a reference or source of reference for teachers in madrasahs to be implemented in learning.

2. Students as motivators

The presence of P2MB students in helping with learning in class can be a motivation and encouragement for students to study hard and create a positive and conducive learning climate.

3. Students as mediators

The presence of P2MB students in assisting learning in class can act as a mediator or intermediary regarding learning problems experienced by students with teachers. Students can also play a role in finding solutions to learning problems.

4. CONCLUSION

First, from the research results, it can be said that there is a relationship between giving *targhib wa tarhib* or commonly known as rewards and punishments and students' enthusiastic and disciplined attitudes in Islamic learning. The *targhib wa tarhib* method can be applied in education and adapted to the conditions faced. So it can be concluded that the use of this method is based on different levels of human awareness. On the one hand, there are those who are aware only by giving advice in the form of giving rewards, and on the other hand, there are also those who will become aware and change if they are given punishment or threats. This is what makes the behavioral characteristics of students very diverse, so there must be a balance in providing these two methods so that each individual student can take responsibility in everything they do. Then, *targhib wa tarhib* becomes an important thing which is realized through the role of teachers as well as the regulations and policies that apply in schools. In other words, this implementation is a form of application of the concept of reward and punishment which leads to increasing student enthusiasm and discipline which is one of the main factors in achieving quality learning. Apart from that, giving rewards and punishments also has a significant influence on students' enthusiasm for learning because it has an impact on students' learning motivation. From the results of the observations made, it can be said that in giving rewards and punishments teachers must really be able to pay attention to educational rules to eliminate the negative stigma of rewards or punishments.

Apart from that, teachers can build closer relationships with students using the *targhib wa tarhib* method to increase student enthusiasm and discipline.

Second, the *targhib wa tarhib* method at Madrasah Diniyah Nurul Iman is implemented through learning the Al-Qur'an Surah Al-Qari'ah. In learning, students as teachers explain the rewards for good deeds and bad deeds in the afterlife. Apart from that, students (teachers) also discuss the content of Q.S. Al-Qari'ah through the media of teaching question sheets, and giving rewards in the form of prizes for students who answer and punishment in the form of re-explaining for students who don't pay attention.

Third, P2MB students act as innovators, motivators and mediators in improving a positive, enjoyable, enthusiastic and disciplined learning atmosphere through the *targhib wa tarhib* method in Al-Qur'an learning at Madrasah Diniyah Nurul Iman.

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