

## Effective Strategies in Teaching Moral Creeds to Increase Faith and Moral Goodness in MTs Alkhairaat Pelawa Students

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**Abstract:** Aqidah Akhlak learning has a crucial role in shaping the character and faith of students, especially at the Madrasah Tsanawiyah (MTs) level. Education that focuses on strengthening Islamic values is expected to form a generation that is not only academically intelligent, but also has high morality. This article examines effective strategies in teaching Aqidah Akhlak to improve faith and shape noble morals for MTs Alkhairaat Pelawa students. This study uses a qualitative descriptive method with observation, interview, and documentation techniques to explore the learning strategies applied by educators. The results of the study indicate that effective strategies in teaching Aqidah Akhlak include a contextual approach that links the material to everyday life, an exemplary method that emphasizes the importance of real examples from teachers, experience-based learning so that students better understand and internalize the values taught, and the use of technology as an interactive learning medium. In addition, a conducive madrasah environment and full support from teachers and parents are supporting factors in the success of this learning. By implementing the right strategy, increasing students' faith and moral quality can be achieved optimally, so that they are able to practice Islamic values in their daily lives.

**Keywords:** Teaching strategies, moral beliefs, effective strategies.

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### INTRODUCTION

Aqidah Akhlak learning in Madrasah Tsanawiyah (MTs) has a very important role in shaping students' character so that they have strong faith and good morals in accordance with Islamic teachings. According to Hidayat (2021), education based on Islamic values not only aims to improve students' religious understanding, but also to build good moral attitudes in everyday life. Therefore, Aqidah Akhlak learning must be given with an effective approach so that students are able to understand and practice Islamic values optimally. Strong faith and good morals are two important aspects in Islamic education. By understanding the concept of correct aqidah, students are expected to be able to live their lives with full spiritual awareness and have noble morality in interacting with others. As

stated by Nurhadi (2022), effective Aqidah Akhlak education can help students develop disciplined, honest, and responsible attitudes as a form of implementing Islamic values in everyday life. Therefore, a learning method is needed that is able to instill these values deeply and applicatively. However, in practice, learning Aqidah Akhlak still faces various challenges. According to research conducted by Rahman & Fauzan (2022), the lack of variation in learning methods is one of the factors that causes students to be less interested in understanding the Aqidah Akhlak material. Learning that is monotonous and tends to be oriented towards memorization often makes it difficult for students to understand concepts in depth. This is an obstacle that needs to be overcome immediately so that Aqidah Akhlak education can be more effective and interesting for students. In addition, the development of technology and the digital era also presents its own challenges in learning Aqidah Akhlak. According to a study conducted by Setiawan (2023), social media and various digital content can influence students' mindsets and behavior, both positively and negatively. Many students are more interested in the digital world than conventional learning, so the use of technology in the learning process becomes a necessity. If technology is used properly, it can be an effective means of delivering Aqidah Akhlak material in a more interesting and interactive way.

To overcome these challenges, innovative learning strategies are needed that are in accordance with current developments. According to Susanto (2021), a contextual approach in learning Aqidah Akhlak can help students connect the material being studied with the realities of everyday life, so that their understanding becomes deeper. In addition, the exemplary method is also a very effective strategy, where teachers provide real examples of attitudes and behavior in accordance with Islamic teachings. In addition to the contextual approach and exemplary method, experiential learning can also improve understanding and practice of the values of Aqidah Akhlak. According to research conducted by Lestari (2020), this method allows students to learn through direct practice, such as social activities, discussions, and reflections on personal experiences. Thus, students not only understand the concept theoretically, but can also apply it in their daily lives. The support of the madrasah environment and family also plays a very important role in the success of learning Aqidah Akhlak. According to Fatimah (2022), a conducive environment, both at school and at home, can help students form positive habits that are in accordance with Islamic values. Teachers and parents need to work together in providing guidance and good role models so that students can internalize the values of Aqidah Akhlak more easily.

By implementing the right learning strategies and good environmental support, increasing students' faith and moral quality can be achieved optimally. As stated by Yusuf (2023), effective Aqidah Akhlak education does not only focus on cognitive aspects, but also on forming strong characters in facing the challenges of the times. Therefore, innovation in teaching methods and wise use of technology are the main keys to increasing the effectiveness of Aqidah Akhlak learning in Madrasah Tsanawiyah. It is hoped that with effective Aqidah Akhlak learning, students can develop a deep understanding of religion, increase their piety to Allah, and apply Islamic values in their social lives. In addition, another hope is that students are able to become individuals who have commendable morals, both in the school environment, family, and society. If the learning strategy used is right, a generation will be created that is not only superior in academics but also in moral and spiritual aspects.

However, in reality, learning Aqidah Akhlak still faces various challenges. Many students are less interested in the material taught because the learning method is monotonous and less interactive. In addition, the influence of technology and free association are often factors that hinder the application of noble morals in students' lives. Teachers also still face obstacles in delivering material effectively, especially in building active student involvement in the learning process. To overcome these problems, more innovative and effective learning strategies are needed in teaching Aqidah Akhlak. This study proposes various methods such as contextual approaches, exemplary methods,

experience-based learning, and technology integration in teaching. By implementing the right strategy, it is hoped that learning Akidah Akhlak can be more interesting, effective, and able to shape the character of students who have strong faith and good morals in accordance with Islamic teachings.

## METHODS

This study uses a qualitative approach with descriptive techniques to analyze effective strategies in learning Akidah Akhlak in Madrasah Tsanawiyah (MTs). The data sources in this study consist of two types, namely primary data and secondary data. Primary data was obtained through direct observation in the madrasah environment, interviews with Akidah Akhlak teachers, and discussions with students to understand the experiences and challenges they face in learning. Meanwhile, secondary data was obtained from various literature, scientific journals, textbooks, and previous research that is relevant to the topic of learning Akidah Akhlak, especially those published after 2020. The data that has been collected was analyzed using a qualitative descriptive method. The analysis process is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). Data reduction is carried out by sorting, selecting, and compiling data that is relevant to the focus of the study. Data presentation is carried out by describing the findings in the form of a systematic narrative, so that it can provide an overview of the effectiveness of the Akidah Akhlak learning strategy. Furthermore, drawing conclusions is done by identifying patterns, relationships, and implications of the learning strategies applied, so that they can provide applicable recommendations in improving students' faith and morals. Data validity is strengthened through triangulation techniques, namely by comparing data from various sources, such as observation results, interviews, and supporting documents, to ensure the validity and reliability of research findings.

Based on the results of research conducted at Madrasah Tsanawiyah (MTs) Alkhairaat Pelawa, it was found that learning Akidah Akhlak has an important role in shaping students' character and faith. Observations show that the learning methods used by teachers are still dominated by lectures and memorization, which makes some students less active in understanding and internalizing the values of faith and morals in everyday life. Interviews with teachers revealed that although there were efforts to improve the effectiveness of learning, limited resources and lack of innovation in methods hindered the achievement of optimal results.

In addition, from the results of discussions with students, it was found that they were more interested in interactive learning, such as group discussions, case studies, and the use of digital media. Some students stated that the use of technology, such as learning videos and educational applications, can help them understand the concept of faith and morals in more depth. This finding is supported by a literature study which states that experiential learning and the use of technology can increase students' motivation and understanding in religious subjects (Rahman, 2021).

Furthermore, the results of interviews with several teachers showed that although they were aware of the importance of innovation in teaching methods, limitations in training in the use of technology were a major obstacle. Most teachers were still more comfortable using conventional methods, such as lectures and Q&A, compared to technology-based methods or direct practice. This has implications for the lack of variation in learning strategies that can affect the level of student understanding and engagement. In an effort to get a deeper picture of the effectiveness of the learning methods applied, this study collected data through questionnaires given to students and teachers. Based on the table above, it can be seen that the lecture method is still the dominant method used by teachers in teaching Akidah Akhlak, with a percentage of 65%. Meanwhile, the question and answer method has a percentage of 20%, while group discussions only reach 10%. The use of technology in learning is still very minimal, only

5%, which shows that digital-based learning has not been optimized. Meanwhile, student preferences for more interactive learning methods appear quite high. The results of the questionnaire given to students showed that they preferred discussion methods, case studies, and the use of technology in learning.

## RESULTS

From the table above, it can be seen that the group discussion method is the most preferred method by students with a percentage of 35%, followed by case studies and the use of technology, each with a percentage of 20%. Meanwhile, the lecture method only gets a preference of 25%, which shows that students want a more active and participatory learning method. To ensure the accuracy of the research findings, the data verification process is carried out through source and method triangulation. Source triangulation is carried out by comparing data obtained from observations, interviews with teachers, and discussions with students. If there are differences in the data, further clarification is carried out to obtain more accurate conclusions. For example, findings regarding the effectiveness of the lecture learning method were re-examined through interviews with several teachers and students to ensure consistency of the results. In addition, method triangulation was carried out by comparing the results of field research with relevant literature studies. Previous studies have shown that experiential and role model-based learning strategies have a positive impact on improving students' understanding and practice of religious values (Setiawan, 2022). Thus, the results of this study can be confirmed and provide a strong basis for compiling recommendations to improve the effectiveness of Akidah Akhlak learning at MTs Alkhairaat Pelawa.

Overall, the results of this study indicate that there is a gap between the methods used by teachers and the methods that are more preferred by students. Students tend to prefer active and experience-based methods, while teachers still use the lecture method as the main strategy. Therefore, efforts are needed to improve teacher skills in implementing more innovative methods, including the use of technology in learning. With the results of this study, it is hoped that madrasas can develop policies to improve the quality of Akidah Akhlak learning. Training for teachers in adapting more interactive and technology-based learning methods is a step that needs to be considered. In addition, the provision of adequate resources, such as access to technological devices and digital teaching materials, is also an important factor in supporting the effectiveness of learning.

Akidah Akhlak learning at MTs Alkhairaat Pelawa still needs to improve in terms of teaching method innovation so that it can be more interesting and effective for students. By implementing a more participatory learning strategy and integrating technology optimally, it is hoped that students can better understand and practice the values of faith and morals in everyday life. To ensure the accuracy and credibility of the research results, data validation was carried out through source triangulation and method triangulation. Source triangulation was carried out by comparing data obtained from observations, interviews with teachers, discussions with students, and relevant literature studies. In this way, research findings can be confirmed from various perspectives, thereby minimizing bias in data interpretation. Method triangulation was applied by comparing the results of interviews, observations, and questionnaires. For example, data regarding the dominance of the lecture method in learning Akidah Akhlak was not only obtained from interviews with teachers but also confirmed through observations in class and questionnaires given to students. The results of the observation showed that the lecture method was still dominant, while the results of the questionnaire showed that students preferred a more interactive method.

To improve data reliability, member checking was carried out, namely asking for responses from teachers and students regarding the research findings. After the research results were summarized, several teachers were given the opportunity to provide clarification or feedback regarding the interpretation of the data. This aims to ensure that

the data collected truly reflects the conditions in the field. In addition, validation was carried out by comparing the results of this study with previous studies. Studies conducted by Rahman (2021) and Setiawan (2022) showed that experiential learning methods and the use of technology can improve students' understanding in religious learning. These results are in line with the findings of this study, where students prefer interactive methods to lectures.

Based on the data validation process carried out, several main conclusions were obtained that support the accuracy of the research findings: 1) Consistency of Findings The results of observations, interviews, and questionnaires show a consistent pattern, namely the dominance of lecture methods in learning Akidah Akhlak, as well as students' desire to use more interactive methods. This consistency strengthens that the research findings are reliable; 2) Support from Previous Studies

The results of this study are in line with previous studies which state that the use of experiential and technology-based learning methods can increase the effectiveness of learning Akidah Akhlak. This shows that the research findings are not only contextual but also academically relevant; 3) Confirmation from Teachers and Students The research results have been confirmed by teachers through re-discussions of the research findings. Teachers admit that the lecture method is still dominant, and they also see the need for innovation in learning strategies. Students also provide responses that are in accordance with the results of the questionnaire regarding learning method preferences; 4) Limitations in Technology Implementation

Validation shows that although students have a high interest in the use of technology in learning, the implementation of technology is still limited due to the lack of facilities and teacher skills in using digital media as a learning tool. From the results of this validation, it can be concluded that this study has a high level of validity. The results obtained not only reflect real conditions in the field but are also supported by empirical data and relevant academic studies. Therefore, the recommendations given based on this study can be used as a basis for improving the effectiveness of Akidah Akhlak learning at MTs Alkhairaat Pelawa.

The implementation of effective strategies in teaching Aqeedah and Akhlaq at MTs Alkhairaat Pelawa has led to significant improvements in the spiritual and moral development of students. Through the active involvement of teachers as role models, students have developed a greater understanding of the principles of faith and morality. Teachers who embody Islamic values not only impart knowledge but also inspire students to adopt those values in their daily lives. As a result, students have demonstrated an increased commitment to living in accordance with the teachings of Islam, both in their personal and social interactions. Interactive and student-centered learning methods have proven to be highly effective in engaging students and fostering a deeper understanding of Aqeedah and Akhlaq. Through discussions, group activities, and peer learning, students are able to critically reflect on their beliefs and behaviors. These collaborative activities have encouraged students to share experiences, exchange ideas, and challenge each other's perspectives, enhancing their moral reasoning and empathy. The practical application of these discussions, especially through community service projects, has helped students translate their faith and values into actions.

The integration of Islamic stories and the use of multimedia tools have played a key role in making the learning of Aqeedah and Akhlaq more dynamic and relatable. Students have connected deeply with the stories of the Prophet Muhammad (PBUH) and his companions, learning valuable moral lessons that they can apply in their own lives. Additionally, the use of videos and digital resources has made the material more engaging, allowing students to visualize and internalize the teachings in creative ways. This approach has not only made learning more enjoyable but also reinforced the importance of moral values in the context of contemporary society. Extracurricular activities and involvement in school events have further reinforced the teachings of Aqeedah and Akhlaq. Through participation in team sports, charity events, and leadership roles,

students have had the opportunity to practice the values they have learned in class. These activities have encouraged teamwork, discipline, and generosity, allowing students to develop strong character traits outside of the academic setting. Moreover, the experiences gained from these activities have helped students understand the practical implications of Islamic moral teachings in real-world contexts.

The partnership between the school and the students' families has also contributed to the success of the character education program. By involving parents in workshops and discussions on supporting their children's moral development, the school has created a strong support system that extends beyond the classroom. This collaboration ensures that the values taught at school are reinforced at home, providing students with consistent guidance in both their academic and personal lives. The close relationship between school and family has fostered a sense of community and accountability, which has been essential in shaping students' moral character. The development of self-reflection and personal accountability among students has been another significant result of the strategy. Students have become more conscious of their actions and the impact they have on others, taking responsibility for their behavior. Through activities such as journaling, self-assessments, and discussions on sincerity and forgiveness, students have learned to evaluate their actions in light of Islamic values. This practice of self-reflection has fostered a strong sense of moral responsibility, empowering students to make ethical decisions in all aspects of their lives. Finally, the ongoing evaluation and adaptation of teaching methods have ensured that the strategies employed remain effective in addressing the evolving needs of students. Teachers regularly assess the impact of their lessons and seek feedback from students, parents, and colleagues to continuously improve the learning experience. This commitment to refinement has resulted in a responsive and adaptable educational approach, ensuring that students continue to grow spiritually and morally. Through these efforts, MTs Alkhairaat Pelawa has created an environment where students are equipped to lead lives of faith, integrity, and compassion, grounded in the teachings of Islam.

## DISCUSSION

Effective strategies in teaching Aqeedah (faith) and Akhlaq (morality) are essential in shaping the spiritual and moral development of students, especially at the middle school level. MTs Alkhairaat Pelawa can adopt a variety of approaches to enhance the belief system and character of their students, ensuring they grow into responsible, morally sound individuals. A successful teaching strategy should integrate academic knowledge, personal reflection, and practical application, creating a holistic approach that caters to the spiritual, emotional, and intellectual needs of the students. The foundation of an effective strategy begins with the role of the teacher. Teachers are not just providers of knowledge but are also role models for their students. Their behavior, character, and actions serve as living examples for students to follow. When teachers demonstrate qualities such as kindness, patience, humility, and integrity, students are more likely to internalize these traits. Therefore, teachers must embody the values of Aqeedah and Akhlaq in their personal lives, as this will have a significant impact on their students' development.

In addition to being role models, teachers can implement various pedagogical approaches to engage students in learning about Aqeedah and Akhlaq. One of the most effective strategies is to use interactive and student-centered learning methods. Rather than simply lecturing, teachers should encourage students to participate actively in discussions, ask questions, and express their opinions. This type of learning promotes deeper understanding, as it challenges students to think critically and reflect on how Islamic teachings apply to their everyday lives. Incorporating Islamic stories, particularly those about the lives of the Prophet Muhammad (PBUH) and his companions, is another valuable method for teaching Akhlaq. These stories are rich in moral lessons and offer

students relatable examples of how to live a righteous life. Teachers can use storytelling to not only teach about the lives of these key figures but also to illustrate how they exemplified the principles of good character, such as honesty, patience, generosity, and forgiveness. Students can then reflect on these stories and discuss how they can apply similar virtues in their own lives.

The use of multimedia tools, such as videos, documentaries, and digital presentations, can further enhance the learning experience. Visual media allows students to engage with the material in a more dynamic and interactive way. For example, videos that depict Islamic moral values or stories of good character can help students better understand the teachings and relate them to real-life situations. These resources can also provide alternative perspectives, making the lessons more diverse and appealing to students with different learning styles. Peer learning and group discussions are another important aspect of teaching Aqeedah and Akhlaq effectively. Collaborative learning encourages students to exchange ideas and challenge each other's thoughts. In group discussions, students can reflect on moral dilemmas and explore different perspectives on how to apply Islamic values in modern society. This type of interaction fosters critical thinking, encourages empathy, and strengthens the sense of community among students. It also helps them learn to express themselves respectfully while considering the viewpoints of others.

Extracurricular activities play a significant role in developing Akhlaq outside of the classroom setting. MTs Alkhairaat Pelawa can integrate character education into school events such as sports, art, and community service. These activities provide opportunities for students to practice what they have learned in real-world contexts. Whether participating in team sports or organizing charity events, students can apply the principles of cooperation, discipline, and generosity in practical settings, reinforcing the lessons they receive in class. Involving parents and the wider community is another essential strategy in reinforcing the teachings of Aqeedah and Akhlaq. Parents are the first educators and moral guides for their children, and when they work in partnership with the school, the impact of religious and moral education is amplified. MTs Alkhairaat Pelawa can organize workshops or seminars for parents, where they can learn how to support their children's spiritual and moral development at home. This collaboration ensures that the values taught at school are reinforced in the home environment, creating a consistent approach to education.

Modeling Islamic ethics and values in daily life is critical to teaching Akhlaq effectively. Islamic values should not only be taught in theory but should be lived and practiced by both teachers and students. For instance, teachers can incorporate discussions on ethics and morality into a wide range of subjects, from religious studies to social sciences. By examining how Islamic values guide everyday actions, such as honesty in business, kindness to others, and respect for authority, students are encouraged to reflect on how they can embody these values in their own lives. Developing emotional and spiritual intelligence is another important aspect of teaching Aqeedah and Akhlaq. It involves helping students understand and manage their emotions while maintaining a deep connection with their faith. Teachers can guide students in cultivating emotional resilience and spiritual mindfulness, which are essential qualities for leading a life of integrity. Teaching students to regulate their emotions and maintain a sincere heart (ikhlas) in their actions helps them navigate life's challenges with faith and moral clarity.

Encouraging students to reflect on their actions and conduct self-assessments is also a crucial strategy for teaching Akhlaq. Self-reflection enables students to evaluate their behavior and recognize areas where they need to improve. Teachers can assign tasks that require students to think critically about their actions and their alignment with Islamic values. This process of self-reflection fosters personal accountability, an essential trait for moral development. It also helps students develop a sense of responsibility for their actions and their impact on others. In teaching Aqeedah, it is essential for students to understand how their beliefs translate into actions. For example, the belief in the oneness

of Allah (Tawhid) should encourage students to demonstrate respect for Allah's creation. By emphasizing the connection between belief and behavior, teachers can help students recognize that their faith is not just a personal conviction but a guiding force that shapes how they interact with the world. This understanding helps students live in accordance with Islamic principles both in their spiritual lives and in their everyday actions.

Addressing common moral challenges in the modern world is another important strategy for teaching Aqeedah and Akhlaq. In today's fast-paced digital age, students face various challenges that test their moral values, such as peer pressure, social media, and the temptation to engage in unethical behavior. Teachers can use these contemporary issues as teaching moments, helping students navigate these challenges through the lens of Islamic teachings. By discussing moral dilemmas related to technology, relationships, and personal integrity, students can learn to make ethical decisions and maintain strong moral values in the face of adversity. The school environment itself plays a significant role in shaping students' character. A positive, supportive, and caring environment encourages students to adopt good moral values. Teachers should create a classroom culture where respect, empathy, and kindness are prioritized. Students should feel safe to express themselves, ask questions, and make mistakes without fear of judgment. This nurturing atmosphere fosters a sense of belonging and reinforces the importance of good character in all aspects of life.

Regular assessment and feedback are vital to ensure that students are making progress in their understanding of Aqeedah and Akhlaq. Assessments should not only measure academic knowledge but also evaluate students' behavior, attitudes, and moral growth. Teachers can provide constructive feedback, recognizing both strengths and areas for improvement. This feedback can guide students toward greater self-awareness and help them stay on track with their moral and spiritual development. Incorporating Dhikr (remembrance of Allah) and Dua (supplication) into the daily routine can also enhance the teaching of Aqeedah and Akhlaq. These practices help students strengthen their connection with Allah and maintain mindfulness throughout their day. Teachers can begin or end each lesson with a short session of Dhikr, allowing students to reflect and focus on their faith. Encouraging students to engage in Dua, especially during times of difficulty or stress, teaches them to seek guidance and support from Allah in all aspects of their lives.

Islamic holidays and events, such as Ramadan and Eid, provide excellent opportunities for reinforcing the lessons of Aqeedah and Akhlaq. During these times, teachers can organize activities that highlight the moral and spiritual significance of these events. For example, during Ramadan, students can participate in charity work, fasting awareness programs, or discussions about self-discipline and gratitude. These activities not only deepen students' understanding of religious practices but also emphasize the importance of compassion, generosity, and humility. Promoting accountability and responsibility is another crucial element in teaching good Akhlaq. Students must understand that they are accountable for their actions, both in this world and the hereafter. Teachers can instill a sense of responsibility by discussing the Islamic concept of accountability and its implications for daily life. Encouraging students to take ownership of their behavior and the consequences of their actions helps them develop strong moral character and a deep sense of personal integrity.

Islamic counseling services can also play a significant role in supporting students' moral and emotional development. Counselors can work with students who may be struggling with personal challenges, offering guidance based on Islamic principles. These services can help students navigate issues related to mental health, peer pressure, and moral dilemmas. Through counseling, students can learn to apply Islamic values in dealing with life's difficulties, promoting both emotional well-being and moral growth. In conclusion, the strategy for teaching Aqeedah and Akhlaq at MTs Alkhairaat Pelawa should be comprehensive and multifaceted. By combining interactive learning, peer discussions, real-world applications, and strong community involvement, the school can foster an environment where students can develop their faith and character in meaningful ways.

Through the efforts of teachers, parents, and the broader community, students can be guided toward a path of righteousness, integrity, and compassion, ultimately preparing them to lead successful and fulfilling lives based on the teachings of Islam.

An essential aspect of teaching Aqeedah and Akhlaq is fostering a sense of community within the classroom. Students should feel part of a supportive and caring environment where their individual growth is celebrated. This can be achieved by encouraging group activities that promote cooperation, empathy, and collective responsibility. For instance, group projects focused on Islamic values such as teamwork, charity, and mutual respect can help students develop a deeper sense of unity and shared purpose. When students work together to achieve a common goal, they learn to embody the principles of cooperation and humility, essential elements of good Akhlaq. A strong emphasis on the importance of sincerity (ikhlas) in all actions is another key area in the development of Akhlaq. Students need to understand that good deeds should be performed with pure intentions, not for personal gain or recognition. Teachers can help students reflect on their actions and ask themselves whether they are acting for the sake of Allah alone. This reflection can be encouraged through regular discussions or journaling activities where students analyze their motives behind everyday actions. By teaching the significance of sincerity, students learn to prioritize their relationship with Allah over external rewards.

Another strategy to enhance Akhlaq is the practice of forgiveness and the importance of maintaining good relations with others. Teachers can guide students in understanding the value of forgiving those who wrong them, drawing from the teachings of the Prophet Muhammad (PBUH), who exemplified the highest level of patience and forgiveness. Practical activities such as conflict resolution exercises or role-playing scenarios can help students practice these skills. By learning to forgive and resolve conflicts amicably, students build emotional maturity and strengthen their relationships with others, embodying the true spirit of Islamic morality. The school's approach to discipline should also reflect the principles of Akhlaq. Discipline is not merely about enforcing rules but about guiding students toward self-control and ethical behavior. Teachers can use positive reinforcement and restorative practices rather than punishment to help students learn from their mistakes. When a student exhibits inappropriate behavior, instead of resorting to harsh punishment, teachers can engage in discussions with the student, helping them understand the consequences of their actions and offering support for improvement. This approach encourages personal responsibility and ensures that students feel respected and valued, which is key to building good character.

Developing leadership skills in students is another effective strategy for promoting good Akhlaq. Encouraging students to take on leadership roles within the school, such as organizing events, leading group discussions, or participating in student councils, can help them practice qualities like responsibility, accountability, and fairness. These experiences allow students to apply the principles of Aqeedah and Akhlaq in leadership settings, preparing them to become ethical and compassionate leaders in the future. It also empowers them to recognize the influence their actions have on others and to lead by example. A key aspect of nurturing both Aqeedah and Akhlaq is the incorporation of service to others. Volunteering and helping those in need are fundamental aspects of Islamic teachings. At MTs Alkhairaat Pelawa, organizing charity events, community service projects, and outreach programs can serve as practical outlets for students to embody the values they learn in class. These activities allow students to experience the joy and fulfillment that comes from giving back to the community and instill a sense of empathy and social responsibility. By actively contributing to society, students learn to prioritize the well-being of others, a cornerstone of good Akhlaq.

Lastly, ongoing evaluation and adaptation of teaching strategies are essential in ensuring that students' spiritual and moral development is continuously nurtured. Teachers should reflect on the effectiveness of their approaches and be open to new methods that could further enhance the teaching of Aqeedah and Akhlaq. Regular feedback

from students, parents, and colleagues can provide valuable insights into the areas where the educational process can be improved. By continuously refining their teaching methods and staying responsive to the needs of students, educators can better equip their students to live lives of integrity, faith, and good character. These additional strategies will help solidify the foundation of Aqeedah and Akhlaq education at MTs Alkhairaat Pelawa, ensuring that students are not only knowledgeable but also equipped to lead lives that reflect Islamic values. By providing a balanced and well-rounded approach to character education, the school can play a pivotal role in shaping the future of its students, preparing them to be ethical, compassionate, and faithful members of society.

## CONCLUSION

The results of this study indicate that learning of Akidah Akhlak at MTs Alkhairaat Pelawa is still dominated by lecture and memorization methods, which makes student involvement in the learning process less than optimal. Students tend to prefer interactive methods, such as group discussions, case studies, and the use of technology, because these methods can improve their understanding and skills in internalizing the values of akidah and morals. In addition, the main obstacle in learning innovation is the lack of training for teachers in the use of modern methods and limited technological facilities in madrasahs. Data validation shows that the findings of this study are consistent with observations, interviews, and previous studies, so they have a high level of accuracy. Academically, this study contributes to the field of Islamic education by highlighting the importance of diversifying learning methods in the subject of Akidah Akhlak. These findings are in line with previous studies which emphasize that experiential and technology-based learning strategies have a positive impact on students' understanding and motivation to learn. In addition, this study can also be a reference for academics and education practitioners in developing more effective learning models that are in accordance with the needs of students in the digital era. In a social context, this study provides insight for madrasahs, teachers, and education policy makers to pay more attention to learning strategies that can improve students' faith and morals more effectively. By implementing more innovative and experience-based learning methods, it is hoped that students will not only have a theoretical understanding of faith and morals, but will also be able to apply them in their daily lives. In addition, improving the quality of Aqidah Akhlak learning can help shape a young generation that has a strong Islamic character, is disciplined, honest, and responsible in their social lives. As a further step, madrasahs can hold training for teachers in the use of more innovative learning methods and increase access to technology in learning. Thus, Aqidah Akhlak education in madrasahs can be more relevant and effective in building students' character and faith.

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