Implementation of Aqidah and Akhlak Learning in Forming the Character of Students at MTs Al-Islami Bujuk Agung in the 2024/2025 Academic Year

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ABSTRACT

Aqidah Akhlak learning is a strategic instrument to instill the belief in monotheism while shaping the noble behavior of students to answer the challenges of moral degradation in the digital era. This study aims to describe and analyze in depth the implementation of Akidah Akhlak learning in shaping the character of students at MTs Al-Islami Bujuk Agung in the 2024/2025 academic year, as well as to identify supporting and inhibiting factors. This study uses a descriptive qualitative approach. Data were collected through participant observation techniques, in-depth interviews with madrasah principals, teachers, and students, as well as documentation studies. Data analysis was carried out systematically through data reduction, data presentation, and drawing conclusions, while the validity of the data was tested using source and technique triangulation techniques. The results of the study showed that the implementation of Akidah Akhlak learning was carried out through three main integrated stages. First, planning is carried out by compiling a lesson plan that maps character values to each basic competency. Second, the implementation emphasizes varied methods, teacher role models through the 5S culture, and religious habits such as congregational Dhuha prayers and wirid. Third, the evaluation is carried out authentically, covering cognitive, affective, and psychomotor aspects through behavioral observation journals and assessments of worship practices. This implementation is effective in forming religious, honest, disciplined and polite characters. However, the aspects of hard work and creativity still require further strengthening. The main supporting factors include consistent teacher role models and a religious school environment. On the other hand, inhibiting factors include the negative influence of gadgets (social media), lack of parental supervision at home, and limited infrastructure such as the capacity of places of worship and interactive media. This study concludes that optimal character formation requires ongoing synergy between schools, families, and strengthening of a digital literacy culture.

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1. INTRODUCTION

Education is a crucial element in shaping individual character and advancing a nation. In Indonesia, the current challenge facing education is the decline in morality among the younger generation. This phenomenon is evident in the rise in juvenile delinquency, such as brawls, promiscuity, and drug abuse. According to (Aini, Js, & Ahmad, 2025), character education is an effective solution to address this moral crisis, requiring an appropriate approach to teaching, particularly in subjects related to morality and ethics. Therefore, the role of character education in the curriculum must be strengthened. The current moral crisis requires a swift and planned response from all relevant parties. Thus, character-based education can be the foundation for a better generation. The success of national development is not only measured by intellectual intelligence, but also by the moral integrity of each citizen. The educational curriculum in madrasas is expected to be able to become the last bastion of defense in maintaining the nation's noble values amidst the current of globalization. Strengthening students' self-identity through ethical values is crucial so that they do not lose their direction in social interactions.

Aqidah Akhlak learning plays a strategic role in instilling religious and moral values in students. Through this process, it is hoped that students will not only understand religious teachings but also be able to implement these values in their daily lives. Research by (Mahfuzh & Bunyamin, 2024), this study shows that effective learning of faith and morals can contribute significantly to the formation of positive character in students. Therefore, this study focuses on the implementation of learning of faith and morals at MTs Al-Islami Bujuk Agung as an effort to shape student character. It is hoped that the implementation of this learning can answer the moral challenges faced by students. The moral values taught must become an integral part of students' daily lives. Thus, learning about faith and morals does not only function as a theory, but also as a real practice in life. The integration between a solid understanding of monotheism and the manifestation of commendable behavior is the main essence of this subject. This learning is designed to touch the students' conscience so that every action they take is based on deep spiritual awareness. The focus on moral development in madrasas is expected to produce graduates who not only excel in religious knowledge, but also become role models in the community.

In the current educational context, the application of varied and innovative learning methods is very necessary to attract students' interest. According to (Hasnanto, 2024), teachers play a crucial role in creating a conducive and enjoyable learning environment. The methods used in teaching faith and morals must encourage students to actively participate and collaborate in the learning process. This is crucial to ensure that the values taught are well-absorbed by students. Interesting methods can increase students' motivation and involvement in learning. The importance of innovation in teaching methods cannot be ignored in efforts to achieve educational goals. With the right approach, it is hoped that learning about faith and morals can be more effective and have a positive impact. Teachers at MTs Al-Islami Bujuk Agung need to adapt teaching techniques that suit the characteristics of Generation Z, who are very familiar with information technology. The use of case studies and interactive discussions can help students connect classical teachings of faith to the challenges of modern life. Teachers' creativity in developing learning materials will determine the extent to which students can voluntarily internalize these character values.

Supporting and inhibiting factors in the formation of student character also need to be considered. Research results by (Rohmah & Suwandi, 2025), research shows that a supportive school environment, teacher role models, and the practice of religious practices are key factors in character formation. Conversely, negative influences from the external environment, such as social media, can be a hindrance. Therefore, synergy between schools, families, and communities is needed to create a positive environment for the development of students' character. The involvement of all parties in character education is very important to create a supportive climate. External factors must be managed well to minimize negative impacts. With good collaboration, student character formation can be more optimal. Identifying barriers such as inconsistent parenting patterns is the first step for schools in

designing appropriate intervention strategies. The conducive school environment at MTs Al-Islami Bujuk Agung should be utilized to its full potential to offset the lack of supervision outside of school hours. Understanding the dynamics of these factors allows schools to build a character education ecosystem that is more resilient to negative environmental influences.

This study aims to describe the implementation of aqidah and akhlak learning in forming the character of students at MTs Al-Islami Bujuk Agung. By using qualitative research methods, it is hoped that the results of this study can provide a clear picture of the effectiveness of learning about faith and morals and the factors that influence the formation of students' character. Through this research, it is hoped that it can contribute to the development of character education in Indonesia, as well as serve as a reference for further research. The results of this study are expected to provide new insights for education practitioners. The findings obtained can be used as a reference in designing more effective education programs. Thus, this research is not only useful for academics, but also for policy makers in the field of education. This research specifically highlights the uniqueness of character-building practices implemented in this madrasa as a model for similar schools. In addition, the data obtained can be a basis for schools to evaluate the current local curriculum. Ultimately, this article seeks to provide a real solution to the moral crisis affecting the younger generation by strengthening literacy in faith and morals.

2. METHODS

This study uses a qualitative approach with a descriptive design to describe the implementation of Akidah Akhlak learning in forming the character of students at MTs Al-Islami Bujuk Agung. This approach allows researchers to explore and explore phenomena that occur in the field naturally without manipulation. This research was conducted using data collection techniques in the form of observation, in-depth interviews with teachers, principals, and students, as well as collecting documentation related to Akidah Akhlak learning. Triangulation techniques are used to check the validity of data, which is done by comparing data obtained from various sources, data collection techniques, and different times. This research also utilizes primary data obtained directly from observations and interviews, as well as secondary data obtained from relevant documents and archives.

The collected data was then analyzed using qualitative descriptive analysis techniques, which involved data reduction, data presentation, and drawing conclusions. This technique allows researchers to systematically organize and analyze data to identify emerging themes or patterns related to the implementation of Aqidah Akhlak learning and the factors that influence the formation of students' character. This study aims to provide an in-depth overview of the effectiveness of Akidah Akhlak learning in shaping the character of students at MTs Al-Islami Bujuk Agung, as well as to identify factors that support and hinder the implementation of this learning. With this approach, it is hoped that the research can contribute to the development of character education in Indonesia, as well as serve as a reference for further research.

3. FINDINGS AND DISCUSSION

Implementation of Aqidah and Akhlak Learning in Forming the Character of Students at MTs Al-Islami Bujuk Agung

The teaching of Aqidah and Akhlak at MTs Al-Islami Bujuk Agung is designed to shape the character of students with noble morals, emphasizing the strengthening of religious values. This learning process is carried out in three main stages: planning, implementation, and evaluation. During the planning stage, teachers develop a Lesson Implementation Plan (RPP) that includes clear learning objectives, appropriate materials, and the selection of relevant methods and media. This is very important so that learning objectives can be achieved effectively and in accordance with the educational vision that is to be achieved. The RPP functions as an administrative guideline and instrument to ensure the integration of religious and moral values in every learning activity. With careful planning, it is hoped that each learning step will run according to expectations and can overcome existing challenges.

In addition, teachers also map basic competencies to ensure that each material has a direct correlation with the formation of students' daily behavior. Teachers' mental and spiritual preparation before teaching is also integral to ensuring the material is delivered with depth and meaning. The selection of learning resources goes beyond textbooks, but also includes references to religious texts and social phenomena relevant to adolescents. This ensures that the fundamentals of faith taught are grounded both intellectually and spiritually.

During the implementation phase, teachers use various methods to actively engage students, such as lectures, discussions, and Q& A sessions. Activities like congregational Dhuha prayers, religious sermons, and community service are also routinely conducted to support the development of students' religious and social character. This habit of worship aims to instill moral values in students' daily lives. In line with the findings in the research of (Abidin, Amien, & Nurhakim, 2025). The use of varied methods and a focus on strengthening religious values have proven effective in creating a dynamic learning atmosphere. This learning integrates theory with practice, so that students can understand and implement the values taught. Through active engagement, students not only receive information but also play a role in shaping their character, which enhances their absorption of the material. Teachers often incorporate narratives of exemplary companions of the Prophet to evoke students' emotions and internal motivation to develop good morals. The classroom atmosphere is created in such a way as to create a comfortable, dialogical space for students to discuss the moral issues they face. The use of information technology in learning media has also begun to be applied to visualize abstract concepts about faith. In this way, students do not feel bored because learning is adapted to developments in trends and their psychology.

Evaluation is carried out authentically, namely through observation of student behavior in various activities in class and outside the class. This observation aims to assess the application of the values that have been taught, such as discipline, honesty, and social concern. Evaluation also involves assignments that lead to the application of moral values in daily life, as well as student participation in religious activities that support character development. Assessment covers three main aspects: cognitive, affective, and psychomotor, ensuring that student character development is comprehensive and integrated. With comprehensive evaluation, teachers can provide clear feedback to students and identify areas for improvement, allowing the learning process to be tailored to students' needs. Assessment instruments used include student daily journals and observation sheets completed periodically by guidance and counseling teachers. Teachers also involve parents in monitoring the development of students' morals while at home through a liaison book. The results of this evaluation are then discussed in a teacher council meeting to formulate school policies that better support a religious climate. This approach ensures that every small step in student behavior change is properly recognized.

The teaching of Aqidah and Akhlak at MTs Al-Islami Bujuk Agung has proven effective in developing religious character, honesty, discipline, and good manners in students. The practice of worship, such as communal prayer and the recitation of wirid, demonstrates the importance of integrating religious values into the learning process. As (Nurkhasanah, Rahmat, & Parhan, 2025), consistent religious habits play a major role in shaping students' religious character. Religious character formed through habitual worship strengthens students' discipline and positive behavior. This character formation process shows that the theories taught must be applied in daily habits at school, so that students' characters can develop naturally and sustainably. Students gradually begin to show personal initiative in carrying out worship without the need for strict supervision from the school. Communication patterns between students have also experienced positive changes, where the language used has become more polite and respectful. The school environment is transformed into a living character laboratory through a culture of mutual guidance, love, and care. This success is proof that consistency in habituation is the main key in instilling noble values into the souls of students.

Furthermore, the application of varied methods that combine theory and practice is key to success in shaping students' character. Teachers who set an example in their daily behavior, such as greeting students or inviting them to participate in religious activities, reinforce the moral message they are

trying to convey. Research by (Zaini, 2023) reveals that teacher role models are an important factor in shaping students' character, where teachers not only teach material but also live the values they teach. The process of forming a strong character takes time, but role models and consistency are key to achieving this goal. Consistent role models help students more easily model their behavior according to the examples given by teachers, creating an atmosphere full of moral values. Teachers at MTs Al-Islami Bujuk Agung realize that their every action is a running curriculum for the students. Therefore, integrity between words and actions is strictly maintained so that there is no dualism of values in the eyes of students. They try to arrive early at school as a concrete form of teaching about time discipline. The humble and empathetic attitude shown by teachers when interacting with students also becomes an effective emotional magnet in transferring moral values.

Comprehensive evaluation also plays an important role in monitoring students' character development. Assessment is not only limited to academic aspects, but also involves assessing students' attitudes, behavior, and contributions to religious and social activities. As explained by (Fiqri & Ningsih, 2025), this kind of evaluation is very important to ensure that the moral values taught are not only understood but also applied in students' daily lives. This evaluation provides an overview of students' academic achievement, as well as information regarding their progress in personality and moral aspects, which allows teachers to make adjustments in learning strategies. The data obtained from this evaluation serves as a reflection for schools to continue to innovate in creating more relevant student programs. Through in-depth analysis, schools can map new moral challenges that arise along with the influence of social media on students. This fosters closer collaboration between classroom teachers and Akidah Akhlak teachers in persuasively handling cases of disciplinary violations. Ultimately, this evaluation system ensures that character education is not merely a formality, but a measurable and ongoing process.

Overall, the learning of Aqidah Akhlak at MTs Al-Islami Bujuk Agung shows significant results in shaping the character of students. The approach that focuses on the integration of religious values, teacher role models, and the habituation of religious activities proves that religion-based character education is very effective in creating individuals with noble and responsible morals. Research by (Nurhayati, 2021), studies show that a supportive school environment and structured activities play a significant role in the success of Aqidah Akhlak (Islamic Faith) learning. Therefore, it is crucial to continuously improve the quality of learning based on moral and religious values, in order to produce students who are not only intelligent but also rich in moral character and noble character. Support from all stakeholders, including the school committee and the surrounding community, is also a supporting factor in strengthening this educational ecosystem. Innovation in local curricula based on local wisdom is expected to enrich the learning landscape in the future. This ongoing effort is a long-term investment in building a generation of the nation with high integrity. With a firm commitment, MTs Al-Islami Bujuk Agung is optimistic that it can continue to be at the forefront of producing a religious generation in the modern era.

Supporting and Inhibiting Factors in the Formation of Student Character at MTs Al-Islami Bujuk Agung

The main supporting factors in character formation at MTs Al-Islami Bujuk Agung are the exemplary behavior of teachers, a religious school environment, and a variety of supporting activity programs. The role model of teachers plays a very important role because teachers not only teach, but also become role models that students can follow in their daily lives. As explained by (Ibrahim, Aswasulaskin, Ramdhani, Mukti, & Agustina, 2022), the role of teachers in shaping students' character is very strategic, because their attitudes and behavior directly influence students. The consistent example of teachers is a strong foundation in creating individuals who are not only intelligent, but also have integrity. At MTs Al-Islami Bujuk Agung, teachers consciously practice the 5S culture (Smile, Greet, Greeting, Polite, Courteous) when welcoming students at the madrasah gate every morning. The educators at this institution also consistently demonstrate discipline by being present at the mosque before the call to prayer is given to set an example of performing congregational prayers on time.

Teachers' integrity in maintaining good speech in the madrasa environment is a hidden curriculum that is very effective in influencing students' speaking ethics. The collective commitment of the teachers to uphold the dignity of this madrasah creates a strong and comprehensive atmosphere of exemplary behavior for all students.

The religious school environment also greatly supports the character formation of students at this madrasa. Activities such as congregational prayer, reading of wirid, and religious sermons which are carried out regularly in the MTs Al-Islami prayer room have a positive influence on the development of students' religious character. This is in line with the findings of (Sukmah, Hartati, & Anshari, 2025) which states that the habituation of religious activities carried out consistently in schools strengthens religious values in students' daily lives. This supportive environment also allows students to understand more deeply the concept of morals and its application in their lives. This madrasah has designated the entire school grounds as a mandatory Muslim attire zone for female students and neat attire for male students in accordance with Islamic law. The strains of Quranic recitations played through the madrasah's loudspeakers before class reinforce the serene atmosphere. Every corner of the madrasah's public space is utilized to instill moral messages through calligraphy embodying religious values. This environmental condition, which maintains Islamic values, makes students feel like they are always under positive spiritual supervision.

The diverse extracurricular programs at MTs Al-Islami Bujuk Agung, such as Scouts, Rohis, and dance, contribute greatly to the development of students' character. Extracurricular activities provide students with opportunities to develop skills, leadership, and creativity based on Islamic values. Furthermore, through these activities, students learn to work together, appreciate differences, and develop a sense of social responsibility. Research (Masnawati, Darmawan, & Masfufah, 2023) noted that extracurricular activities are very important in developing students' character for social life. Specifically, in the Rohis activities at this madrasa, students are taught to organize and at the same time study the material of preaching in a calm and moderate manner. In Scouting activities, the values of independence are linked to discipline in carrying out religious obligations, even during field activities. Students involved in dance extracurricular activities are also encouraged to express local culture while upholding norms of modesty and covering the genitals. These dynamic activities outside the classroom have successfully fostered a never-give-up mentality and hard work in the students of MTs Al-Islami Bujuk Agung.

However, MTs Al-Islami Bujuk Agung faces several obstacles in developing student character, one of which is the excessive influence of social media. Many students are more interested in activities outside of school, such as playing games or accessing social media, which disrupts their focus on learning. The negative influence of social media can affect students' mindsets and behavior, making it difficult to optimally develop the desired character. As explained (Mansur, Asnidar, & Afdal, 2021), external influences such as social media can hinder students' internalization of moral and ethical values. Observations at Islamic schools (madrasas) indicate that students' tendency to follow "challenge" trends on TikTok sometimes contradicts the values of politeness taught in Aqidah Akhlak classes. The use of crude slang from social media content has begun to permeate students' everyday conversations at school. This presents a significant challenge for Aqidah teachers, who must re-educate them regarding the boundaries of social interaction in the digital world. The madrasah is also trying to tighten the rules on cell phone use in the school environment to minimize digital distractions that damage students' character focus.

In addition, students' mindsets, which are sometimes difficult to direct, are another internal obstacle at MTs Al-Islami Bujuk Agung. Some students are less active in participating in learning, lack initiative, and are more easily discouraged when faced with challenges in memorizing religious beliefs. This impacts their character development, particularly in terms of hard work and mental resilience. (Suparlan, 2022) explains that the formation of good character requires continuous development and consistent motivation. Teachers at MTs Al-Islami Bujuk Agung often encounter students who feel that morality lessons are merely an academic formality to obtain grades on their report cards. A lack of awareness of the importance of character for the future leads some students to be apathetic towards

their teachers' guidance. To address this, the madrasah's faith teachers have begun implementing an individual counseling approach for students who show a decline in motivation. Efforts to instill a "growth mindset" are made so that students understand that moral change is a lifelong journey that requires patience.

Another obstacle encountered in the field is limited family support, especially for students whose parents work outside the region. As expressed by (Faridi & Yogawati, 2022), for students who live with relatives who do not understand the vision of madrasa education, character formation becomes less consistent. (Fazil & Maknum, 2024) noted that consistency between school and home education is crucial to ensuring that moral values are firmly embedded. At MTs Al-Islami Bujuk Agung, there is a gap where students are very obedient while at the school, but again neglect their religious practices when at home without parental supervision. The lack of role models from adult figures at home disrupts the process of internalizing religious character developed at school. The school attempts to bridge this gap by holding regular parent-teacher meetings to establish a common understanding of the practice of the five daily prayers. Without harmonious synergy with families, lasting changes in the character of students at this school will be difficult to achieve.

Limited facilities and infrastructure at MTs Al-Islami Bujuk Agung also pose a significant obstacle to the effectiveness of character education. The lack of learning support facilities, such as teaching aids and interactive media, hinders the delivery of morality material in an engaging manner. Adequate facilities and infrastructure are crucial for fostering student learning interest. Without adequate facilities, the learning process becomes less effective, which ultimately affects the depth of students' understanding of character. The limited size of the madrasah prayer room is often unable to accommodate all students simultaneously for morning cultum activities, so the effectiveness of conveying moral messages is reduced. The lack of adequate projector equipment in each class limits teachers' ability to play inspirational videos that can raise students' moral awareness. Students sometimes feel bored because the learning method is limited to lectures due to the lack of creative learning media in schools. Nevertheless, the teachers still try to optimize the existing facilities with creativity in field teaching methods.

Supporting & Inhibiting Factors (MTs Al-Islami Bujuk Agung)

Category	Supporting Factors	Inhibiting Factors
Internal Madrasah	Teacher role model (5S Culture), Religious environment (Congregational prayer & Wirid).	Apathetic mindset of students, Lack of internal motivation of students.
Programs & Facilities	Active extracurricular programs (Rohis, Scouts, Dance).	Limited physical facilities (small prayer room), lack of interactive media.
External	Strong school vision in character education.	Negative influence of social media (TikTok/Games), Lack of family/guardian support.

4. CONCLUSION

The implementation of Aqidah Akhlak learning at MTs Al-Islami Bujuk has been carried out systematically through stages of careful planning, varied implementation, and authentic evaluation. The success of this program is strongly supported by the exemplary behavior of the teachers in practicing the 5S culture, a highly religious madrasa environment through the habituation of regular worship such as congregational prayer and wirid, as well as active extracurricular programs such as Rohis and Scouts. An approach that integrates classroom theory with real-world practice has proven effective in developing religious, honest, disciplined, and courteous character in students, ultimately transforming madrasas into living character laboratories. However, this character-building process still

faces significant challenges stemming from both internal and external obstacles. Internally, student apathy and limited infrastructure, such as limited prayer room capacity and a lack of interactive media, hinder optimal learning. Meanwhile, externally, the negative influence of social media and the lack of consistency in character education in the family environment, especially for students who live far from their biological parents, are the main obstacles in maintaining the continuity of students' morals. Therefore, closer synergy between madrasahs, improvements in the quality of learning facilities, and intensive collaboration with parents are needed to ensure that the character values that have been formed can be maintained sustainably wherever the students are.

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