



The Implementation of Aqidah in the Qur'an on the Behavior of MA Raudlatul Huda Al-Islamy Students

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ABSTRACT

This research aims to examine the implementation of the aqidah in the Al-Qur'an on student behavior at MA Raudlatul Huda Al-Islamy. Aqidah has a central role in shaping students' character and morality, which is not only related to human relationships with Allah SWT, but also relationships between humans and the environment. Along with the times and external influences such as technology and social media, implementing aqidah in student behavior has become a challenge in itself. This research uses a qualitative approach with descriptive methods to explore this phenomenon in depth through observations, interviews with Aqidah Akhlak teachers, madrasa heads, and students. The research results show that although the majority of students have demonstrated behavior that reflects the values of aqidah, awareness of these values still varies. The influence of the external environment, especially social media, is one of the main obstacles in the internalization of aqidah. Collaboration between schools, parents and the community has proven important in strengthening the implementation of aqidah in student behavior. This research concludes that with the right approach and support from all parties, the implementation of aqidah can produce good character and behavior that reflects Islamic values.

Keywords: *Implementation of Aqidah, Al-Qur'an, Student Behavior*

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INTRODUCTION

In the life of Muslims, aqidah plays a central role as the basis for living life. Aqidah not only regulates human relationships with Allah SWT, but also relationships with fellow humans and the environment. Instilling aqidah values from an early age is an important foundation in forming the character of a generation of faith and piety. As stated by Al-Qardhawi (2021), effective aqidah education will produce individuals who are able to face various moral challenges in the modern era. Therefore, the implementation of aqidah in formal education, especially in Islamic educational institutions, is the main agenda in forming the next generation who is spiritually and socially superior.

The function of the Al-Qur'an as the main source of Islamic teachings cannot be separated from the application of aqidah in the classroom. As evidenced by Surah Al-Baqarah verse 177 which emphasizes the importance of believing in Allah, the angels, the holy books, and the Last Day as a sign of the strength of the faith, the Qur'an provides precise instructions for cultivating piety and faith. In this case, it is hoped that Al-Qur'an education will be able to instill the principles of aqidah in students in a

comprehensive manner. According to Abdullah (2022), the integration of Al-Qur'an values in the education curriculum is a strategic step in building strong Islamic character among students.

Difficulties in internalizing religious ideals become more complicated as times change. The attitudes and behavior of the younger generation are greatly influenced by globalization and technological advances. Students are often exposed to various ideals, including consumerism, hedonism, and individualism, that are inconsistent with Islamic beliefs. This requires an innovative and adaptive educational approach in teaching religious values. Research by Nurhayati (2023) shows that a values-based education approach is able to reduce the negative influence of the external environment on student morality. Thus, it is important to continue to study and develop effective learning methods in implementing aqidah in Islamic educational institutions.

The background to the problem in this research focuses on the implementation of aqidah which is reflected in student behavior at MA Raudlatul Huda Al-Islamy. Aqidah is the main foundation in forming the personality and character of a Muslim, as explained in the Al-Qur'an surah Al-Baqarah verses 2-5 which emphasizes the importance of faith as the foundation of a believer's life. In the context of education, the implementation of aqidah values aims to form a generation of believers and noble characters. However, modern-day challenges such as the influence of globalization, technological developments, and shifts in social values often influence the internalization of these values in students' lives. This makes the study of the implementation of aqidah in the Al-Qur'an relevant and important to understand in efforts to develop student character. As support, research by Riyanto (2021) shows that education based on religious values can increase students' moral awareness.

In the Islamic education system, madrasas have a strategic role in internalizing the values of aqidah to students. The learning process based on the values of the Qur'an and As-Sunnah is an effective means of instilling the values of faith and piety. Teachers as teachers and role models have a big responsibility in ensuring that the implementation of aqidah is reflected in student behavior. According to research by Suryani & Fauzan (2022), teachers who are consistent in integrating aqidah values in teaching are able to create a learning environment that supports the formation of students' Islamic character. However, a comprehensive strategy involving cooperation between communities, families and schools is needed for this implementation.

The importance of implementing aqidah in shaping student behavior in madrasas is also related to students' ability to face complex social challenges. Students who have a strong understanding of aqidah tend to be better able to maintain their integrity and morality amidst negative environmental influences. In Hasanah's (2021) study, it was stated that students who understand the faith tend to have better behavior, such as being honest, disciplined and respectful of other people. This study highlights how aqidah education develops people both socially and spiritually.

However, there are a number of challenges that this field often faces when implementing aqidah values. One of them is that students do not understand how important these principles are in everyday life. This phenomenon can be caused by students' weak understanding of religious teachings, lack of environmental support, and less interesting learning methods. According to Rahmawati (2021), learning approaches that are not relevant to students' needs are often the main obstacle in implementing aqidah values in schools. Therefore, innovation is needed in teaching

methods that are able to attract students' interest in understanding and internalizing the values of aqidah.

In the context of MA Raudlatul Huda Al-Islamy, the implementation of aqidah in the Qur'an has become an integral part of the curriculum and learning activities. This madrasa integrates aqidah values in every subject and extracurricular activities. For example, religious advice and regular religious studies are two activities that are used as additional formal education to teach noble morals. Furthermore, educators actively model the application of Islamic principles in everyday life. However, support from parents and the local community for the madrasa education process is also very important for its successful implementation.

The results of observations and interviews with MA Raudlatul Huda Al-Islamy teachers show that the implementation of aqidah in student behavior still faces a number of challenges. Even though the majority of students show behavior that reflects aqidah values, such as courtesy and honesty, some students still have low awareness of the importance of these values. Teachers revealed that one of the main obstacles was the influence of an unsupportive environment outside the school, such as uncontrolled use of social media. Apart from that, the lack of parental participation in supporting religious education at home is also an inhibiting factor. Therefore, more intensive efforts are needed to increase collaboration between schools, parents and the community.

The results of studies relevant to this research show that the implementation of aqidah has a significant impact on student behavior. Research by Rahmawati (2021) revealed that the application of aqidah values through a thematic learning approach can increase students' spiritual awareness. In addition, a study by Firdaus (2022) shows that teachers' active involvement in providing real examples of the application of aqidah values has a positive impact on students' attitudes. Meanwhile, research by Zaini (2021) highlights the importance of the family's role in supporting aqidah education in schools. These three studies provide an illustration that the implementation of aqidah requires synergy between various parties to achieve optimal results.

This research is important to carry out a deeper understanding of the implementation of aqidah at MA Raudlatul Huda Al-Islamy and its impact on student behavior. Considering that this madrasa is located in a rural area that is still steeped in Islamic traditions, it is hoped that this research can contribute to the development of more effective and relevant learning methods. Apart from that, the results of this research can also be a reference for other educational institutions in improving the quality of education based on aqidah values. Thus, this research not only provides academic benefits, but also practical benefits for the development of Islamic education in Indonesia.

METHODS

This research method uses a qualitative approach with descriptive research type. Descriptive research aims to provide an in-depth picture of the implementation of aqidah as reflected in student behavior at MA Raudlatul Huda Al-Islamy. The nature of this research is exploratory, aiming to explore and understand phenomena holistically based on the perspectives of students, teachers and the madrasah environment. This approach allows researchers to directly observe phenomena that occur in the field. According to Waruwu (2023), a qualitative approach is very suitable for researching aspects of education related to values and norms.

Primary and secondary data are sources of research data. The results of observations, in-depth interviews with teachers, and student interactions at MA Raudlatul Huda Al-Islamy are direct sources of primary data. Interview subjects included Aqidah Akhlak subject teachers, madrasa heads, and several students selected purposively. Secondary data was obtained from official madrasah documents, such as curriculum, work programs and student development records. Data collection techniques were carried out through participatory observation to understand student behavior, semi-structured interviews to explore teachers' views and experiences, and documentation to complement information from written sources. As explained by Purwanza et al., (2022), this combination of techniques helps ensure data validity in qualitative research.

Three main processes of qualitative data analysis techniques, namely data reduction, data presentation, and conclusions and verification, are used to analyze the data. Sorting relevant data, organizing information according to main themes, and discarding material that is not related to the research topic are the steps involved in data reduction. Descriptive tables and narratives were used to present the data to explain the results methodically. Drawing conclusions and carrying out verification is the final step to ensure that the analysis findings are in line with the research objectives. According to the Miles and Huberman analysis model, this stage helps increase the accuracy of data interpretation in qualitative research (Sukmawati et al., 2021). With these steps, the research is expected to provide a comprehensive understanding of the implementation of aqidah on student behavior at MA Raudlatul Huda Al-Islamy.

RESULTS AND DISCUSSION

Implementation of Aqidah in the Qur'an on the Behavior of MA Raudlatul Huda Al-Islamy Students

This research aims to analyze the implementation of the aqidah in the Al-Qur'an on student behavior at MA Raudlatul Huda Al-Islamy. Based on the results of observations in the field, it can be concluded that the teaching of aqidah in this madrasah is quite effective even though there are still several challenges that must be faced. Most students have understood and applied the values of aqidah in their daily lives. Students demonstrate behavior that reflects religious teachings such as discipline, mutual respect, and maintaining good relationships with their friends. However, not all students have the same high awareness of the values of aqidah, especially when outside the school environment. This is caused by quite large external influences, such as social media and relationships outside of school. Therefore, it is important for madrasahs to continue to monitor and provide assistance so that the implementation of the aqidah continues to be reflected in student behavior. Through intensive learning and collaboration with parents, it is hoped that the values of aqidah can be more effectively applied in students' lives.

Based on interviews with Aqidah Akhlak subject teachers, aqidah learning at MA Raudlatul Huda Al-Islamy focuses on strengthening the values of faith which are reflected in student behavior. The teacher explains that the approach used is to integrate the values of the Koran in every lesson, both in theory and practice. Students are given the opportunity to discuss verses from the Koran related to aqidah and the application of these values in their lives. However, teachers admit that the biggest challenge is how to apply these values consistently outside the classroom. One of the main obstacles faced is external influence, especially social media which often presents

information that is not in accordance with Islamic teachings. Teachers also emphasize the need for active participation from parents in supporting aqidah education at home. Through good synergy between teachers and parents, it is hoped that students can more easily apply the values of aqidah. Therefore, collaboration between various parties is very important for the successful implementation of aqidah on student behavior.

The results of interviews with madrasa heads show that the implementation of aqidah is also a priority in the madrasa curriculum. The madrasa head emphasized the importance of collaboration between schools, parents and the community in realizing the goals of faith-based education. Madrasahs have developed programs that integrate aqidah in extracurricular activities and daily learning. Apart from that, the head of the madrasah also stated that there was a need to improve training for teachers so that they could be more optimal in teaching the aqidah to students. Even though the curriculum and learning programs have been well prepared, the successful implementation of the aqidah is very dependent on parental involvement. The head of the madrasah also stated the need to evaluate teaching methods to make them more relevant to current developments and student needs. With a more innovative approach, it is hoped that aqidah learning can be more effective in forming students' Islamic character. For this reason, the madrasah plans to hold training programs and seminars for parents to support their children's religious education.

Meanwhile, the results of interviews with several students showed that they felt they had received significant benefits from the aqidah learning implemented at school. Several students stated that understanding the aqidah made them feel calmer and more focused in living their daily lives. Students also feel closer to Allah SWT after learning the concepts of piety and faith. This shows that learning aqidah has a positive effect on students' spirituality. However, some students also admit that they sometimes feel influenced by the environment outside the school which is not always in line with Islamic teachings. The influence of peers and social media often makes it difficult for them to maintain Islamic behavior outside the school environment. For this reason, efforts are needed to strengthen students' awareness so that they maintain behavior in accordance with religious teachings. Apart from that, support from family and community is also an important factor in the successful implementation of aqidah on student behavior.

In further analysis, it was found that the influence of the social environment, including friendship and social media, had a significant impact on the application of aqidah values to student behavior. Some students find it difficult to maintain their Islamic behavior when outside school. This shows that the implementation of aqidah in madrasahs must be accompanied by efforts to maintain these values outside the school environment. For this reason, madrasahs need to take a more holistic approach, involving families and communities in the education process. Research by Hidayat (2021) shows that students' absorption of aqidah ideals can be strengthened through learning that involves the community and parents. Therefore, collaboration across communities, families and schools is very important to foster an atmosphere that encourages better implementation of the faith. In addition, so that parents better understand their responsibilities in supporting their children's religious education, madrasahs must train them. Thus, teaching aqidah in madrasahs will be more successful in forming students' Islamic personalities.

Furthermore, the results of observations show that there are variations in the understanding of aqidah among students. Most students are able to understand the

concept of aqidah well and apply it in everyday life. However, some students still have difficulty connecting their understanding of aqidah with their behavior outside the classroom. This shows the importance of a more personal and contextual approach in learning aqidah, so that students can see the direct relevance of the teachings of the Koran to their lives. For this reason, a method is needed that is more interesting and easy for students to understand so that the values of the aqidah can be more easily accepted. In this case, an experience-based or project-based approach can be an effective solution. By linking aqidah learning to real life, students will better understand the importance of these values in their lives. Apart from that, the use of technology and media that is relevant to current developments can also increase students' interest in learning aqidah.

In a study by Suryani & Fauzan (2022), it was emphasized that student behavior is greatly influenced by teachers who are able to incorporate religious values into every lesson. Both inside and outside the classroom, MA Raudlatul Huda Al-Islamy teachers actively participate in providing examples of how to practice the principles of their religion. However, the biggest obstacle is finding ways to ensure that these religious principles can be applied routinely in students' daily lives. Providing real examples from everyday life and talking about how religious principles can be applied in different contexts are two possible approaches. As a result, it will be easier for students to understand the importance of incorporating religion into their actions. To ensure that religious principles continue to be upheld at home, parents must also participate actively. Student behavior outside of school will improve as a result, and the process of internalizing religious principles will be strengthened.

As a solution, a more creative approach is needed in teaching aqidah, such as using media that is more relevant to current developments. The use of technology and innovative learning methods can help attract students' attention and increase their understanding of the values of aqidah. Apart from that, closer collaboration between schools, parents and communities must also be strengthened. Rahmawati (2021) in her research shows that an approach involving various parties can speed up the process of internalizing aqidah values in students. Therefore, it is important to develop an educational strategy that is holistic and adaptive to current developments. By involving all parties, it is hoped that the implementation of the aqidah can be maximized and students can apply these values in everyday life. In addition, madrasas need to hold training programs for parents so that they better understand how to support their children's religious education at home.

However, this survey also found that some students did not understand in depth the basic ideas of aqeedah. Many factors, including family history, lack of personal encouragement, or the impact of a less supportive environment, may have an impact on this. To address the demands and difficulties students face, it is important to regularly assess the teaching strategies used in madrasas. To maintain the relevance and efficacy of the aqidah learning process in shaping students' Islamic character, this review is very important. Furthermore, madrasas must pay extra attention to students who have difficulty understanding the ideas of aqidah. It is believed that by taking a more individual approach, students will find it easier to understand and incorporate the principles of the aqidah into their daily lives. Students will understand the concept of aqidah in the context of their lives with the help of a more adaptable and contextual approach.

It is also important to pay attention to students' psychological factors in learning aqidah. Some students may experience difficulties in accepting the aqidah

values taught due to their age or psychological development. Therefore, a flexible approach and better understanding of students' emotional needs is very important in implementing aqidah. This research confirms the findings of Hasanah (2021) which shows that students who receive more attention to their psychological needs are more likely to accept and apply aqidah values. Therefore, there needs to be an approach that takes into account the age and psychological development of students so that the aqidah learning process is more effective. This approach will help students understand the importance of aqidah in a way that is easier and more relevant to their lives. This will also increase students' motivation to apply aqidah values in their daily behavior.

As reinforcement for the results of this research, it can be seen from research conducted by Rahman (2022) which shows that the application of aqidah in Islamic education can shape students' character better if it is accompanied by methods that are appropriate to current developments. Rahman emphasized the importance of the teacher's role in providing direct examples in everyday life. Teachers who apply aqidah values in their behavior can be strong role models for students, so that students can imitate and implement these teachings in their lives. Apart from that, Rahman also highlighted the importance of supervision from parents and the community in maintaining consistent application of the aqidah outside of school. With good support from the surrounding environment, the implementation of aqidah in student behavior will be more effective. Therefore, there needs to be regular evaluation of aqidah education programs so that they become more relevant and in line with students' needs and the challenges of the times.

Another source that supports the results of this research is research by Arifin & Riza (2023), which explains that aqidah education carried out with a contextual approach and based on local values can strengthen the implementation of aqidah in student behavior. This approach is very relevant to the conditions at MA Raudlatul Huda Al-Islamy, which seeks to link aqidah teachings with local cultural values. Arifin & Riza also emphasized that learning that links religious teachings with real situations in students' lives is easier to accept and understand. In this way, students not only learn the theory of aqidah, but also how to apply these values in everyday life. The results of this research provide further evidence that the application of aqidah values in madrasas can bring positive changes in student behavior, as long as it is carried out with the right approach and involves all parties in education.

Although there are still obstacles that must be overcome, the overall research results show that the implementation of the aqidah in the Qur'an at MA Raudlatul Huda Al-Islamy is running smoothly. Therefore, continuous efforts are needed to improve the standards of aqidah teaching and involve more stakeholders in the education process. Collaboration between the community, family and school is very important to foster an atmosphere that encourages increased use of aqidah in student behavior. Therefore, it is hoped that the aqidah education provided at this madrasah will produce a generation that is not only obedient but also moral and ready to face the difficulties of the modern world. The practice of applying aqidah will be more successful in forming students' Islamic character if it is carried out with a more comprehensive and cooperative approach.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of aqidah in student behavior at MA Raudlatul Huda Al-Islamy shows significant results even though it still faces several challenges.

Aqidah learning that is integrated into the curriculum and extracurricular activities has a positive impact on the development of students' character, such as increasing honesty, discipline and responsibility. However, students' awareness and understanding of aqidah values still varies, with some students needing more support in internalizing these values. Apart from that, the influence of the external environment such as uncontrolled social media is one of the main obstacles in implementing the aqidah. Strong collaboration between schools, parents and the community is very important to strengthen the application of aqidah values in students' daily lives. Teachers have a key role in providing role models and integrating aqidah values in learning. However, the role of parents is no less important, because support from home is a determining factor in the success of learning aqidah. Therefore, madrasas need to provide training and understanding to parents so that they are more active in supporting their children's religious education. Although there are several obstacles, this research shows that with the right approach, implementing aqidah can produce better behavior and stronger character in students. Overall, this research emphasizes the importance of synergy between schools, families and communities in realizing effective and sustainable aqidah learning.

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