



Development of Information Technology-Based Aqidah Akhlak Learning Strategy to Increase Learning Efficiency

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Abstract: Learning strategies based on information technology are increasingly relevant in improving the efficiency of the educational process, including in the subject of Aqidah Akhlak. This study aims to develop an information technology-based learning strategy to improve the efficiency of Aqidah Akhlak learning in schools. With a descriptive qualitative approach and library research method, this research analyzes various literature related to the application of technology in Islamic education. The results show that the utilization of technology, such as digital media, online learning platforms, and interactive applications, can enrich the learning experience, facilitate access to learning resources, and increase student engagement. The proposed strategies include the integration of technology in learning planning, implementation of teaching and learning activities, and learning evaluation. This research provides recommendations for educators and educational institutions to optimize technology in Aqidah Akhlak learning.

Keywords: Learning Strategy, Information Technology, Aqidah Akhlak, Learning Efficiency.

1. INTRODUCTION

Learning Aqidah Akhlak is an important part in shaping the character and personality of students in accordance with Islamic values. In the context of modern education, the role of information technology is increasingly needed to support a more effective and efficient learning process. Technology offers innovative solutions that can answer learning challenges, such as limited time, resources, and variations in learning methods. However, the implementation of technology in learning Aqidah Akhlak is still not optimal in many schools, so it requires further attention.

Increasing learning efficiency does not only depend on technology alone, but also on well-designed strategies. Information technology-based learning strategies are able to provide interesting, relevant, and contextual learning experiences for students. In this case, it is important for educators to understand how technology can be integrated into the teaching and learning process without neglecting moral and spiritual values.

Several previous studies have shown the potential of technology in improving student learning outcomes. For example, the use of interactive learning applications can improve students' understanding of abstract concepts in Aqidah Akhlak. In addition, digital media such as videos, infographics, and simulations can facilitate the delivery of complex materials. However, the lack of training and technical support is a major obstacle in implementing this strategy in schools.

On the other hand, learning Aqidah Akhlak often faces obstacles in terms of student involvement. Conventional methods, such as lectures, often make students less enthusiastic about learning. By utilizing technology, educators can create a more dynamic and interactive learning environment, thereby increasing student motivation and participation. This is in line with efforts to create student-centered learning.

Information technology also allows for personalized and flexible learning. Students can learn at their own pace and needs through online learning platforms or digital materials that can be accessed at any time. This advantage is very relevant to the needs of education in the digital era, where learning is no longer limited to physical classrooms.

However, the application of technology in learning Aqidah Akhlak must still pay attention to ethical aspects and Islamic values. The approach used must be able to maintain a balance between technology and the essence of learning Aqidah Akhlak itself. Therefore, more in-depth research is needed to develop a technology-based learning strategy that is still in accordance with Islamic principles.

This study attempts to answer these needs by reviewing the literature and developing a learning strategy for Aqidah Akhlak based on information technology. Through a qualitative descriptive approach, this study is expected to contribute to increasing the efficiency and effectiveness of Aqidah Akhlak learning in schools.

2. RESEARCH METHODS

This study uses a qualitative descriptive approach with a library research method. Research data were collected through relevant literature studies, both from books, journals, articles, and other official documents. The focus of the study is to identify the concept, implementation, and evaluation of Aqidah Akhlak learning strategies based on information technology.

Data analysis was carried out using the following steps:

- 1) Data Collection: Collecting relevant literature related to learning Aqidah Akhlak and the use of information technology in education.
- 2) Categorization: Grouping information based on major themes, such as learning technology, teaching strategies, and learning efficiency.
- 3) Descriptive Analysis: Describing findings based on collected data to generate in-depth understanding.

3. RESULTS AND DISCUSSION

Digital learning is a rapidly developing technological learning media and is used for current learning (Mulyati & Evendi, 2020) explains, digital learning is a tool that allows students to improve their skills in a timely manner, develop critical thinking, and improve problem solving through collaboration and communication. Designed to give students the opportunity to grow. On the other hand (Suryadi, 2020) argues that digital learning media is all forms of physical learning media, in the form of software and devices that must be created or developed, used and managed to meet learning needs. states that it can be interpreted as a communication tool. In terms of the effectiveness and efficiency of the learning process.

Denizulaiha stated that the development of digital learning is information that promises great potential to change the way people learn, receive information, and adapt to it (Paramansyah & SE, 2020).

A different opinion was expressed by (Gusty et al., 2020) who stated that digital learning is an opportunity for students to find wider sources of information by accessing the internet through search engines such as WhatsApp, Google and YouTube. Learning using digital technology is a "framework" that stimulates students' five senses while learning (Fitria & Indra, 2020).

There are many strategies that can be used during the actual learning process, but basically the purpose of using learning strategies is nothing more than achieving a learning goal. In carrying out learning activities, educators must choose key strategies that are appropriate to the situation and condition of the students and depend on the material to be taught.

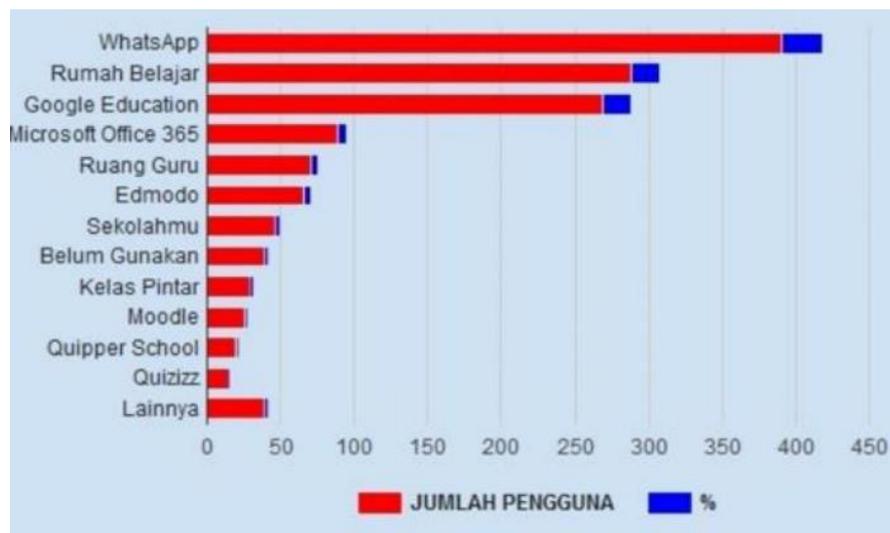
Aqidah Akhlak is one of the Islamic religious subjects studied in Madrasah Aliyah. The purpose of studying the Aqidah Akhlak subject is to foster and improve the faith of students which is manifested in commendable morals, through the provision and cultivation of knowledge, appreciation, and experience of students about Islamic aqidah and morals, so that they become Muslim people who continue to develop and improve the quality of faith and piety to Allah SWT, and have noble morals in personal life, society, nation, and state so as to obtain happiness in the world and in the hereafter and so that students can carry out or practice good moral guidance (Wahyudi, 2017).

The subject is one of the components of education, all subjects have an important role and function for students in the learning process (teaching and learning). Likewise, the subject of Aqidah Akhlak has a role and function to encourage the growth of awareness of

having a moral connection demanded in the Qur'an which leads to goodness concerning morals, temperament, behavior and nature desired by the creator.

In improving students' learning motivation. Teachers use several specific strategies during this Digital learning. In this case, a teacher is a means of improving students' learning motivation. The strategy used by teachers to improve students' learning motivation during this Digital learning is where a teacher must have the ability to develop learning methods in improving students' learning motivation, especially in this Digital learning.

The following graphic data shows the use of digital learning media in Indonesia.



Graph 1. Use of Digital Learning Media

The use of technology and ICT (Information and Communication Technology)-based learning materials has become important in the context of education in this digital era in order to maximize the learning process (Qomariyah, 2016).

ICT-based learning media is one type of learning component that provides educational content to students through the use of ICT. In other words, information and communication technology (ICT) or ICT media functions as a vehicle for the dissemination of global information through the use of hardware, software, network systems, and computer or telecommunications infrastructure (Al-Faruq, 2023).

ICT-based learning media functions as a tool to clarify messages conveyed by teachers, facilitate students in constructing knowledge, increase student learning motivation, expand access to education and learning, help visualize abstract ideas, and facilitate understanding of the material being studied. Types of ICT-based learning media that can be used in the learning process include audio media, printed materials, learning videos, Power Point slides, animations, and simulation programs (Aida, 2020).

The use of ICT-based learning media in the subject of Akidah Akhlak can provide many benefits, such as increasing student learning motivation and making it easier for students to construct knowledge. Here are some ways to use ICT-based learning media in the subject of Akidah Akhlak:

1) Use of learning videos

Learning videos can be used to clarify concepts that are difficult for students to understand. Teachers can create their own learning videos or use learning videos that are already available on the internet.

2) Use of Power Point slides

Power Point slides can be used to present learning materials more interestingly and interactively. Teachers can add images, animations, and sounds to clarify the material being delivered.

3) Use of simulation programs

Simulation programs can be used to show how the concepts in the subject of Akidah Akhlak can be applied in everyday life. Simulation programs can also help students understand abstract concepts.

4) Use of audio media

Audio media can be used to listen to readings in the Aqidah Akhlak subject, such as prayer readings or Al-Quran readings. This can help students deepen their understanding of Islamic teachings.

5) Use of printed materials

Printed materials such as textbooks or handouts can be used as additional references for students. Printed materials can also be used as assignments or exercises for students.

Here are some ways to adopt ICT-based learning media in the subject of Akidah Akhlak:

1) Improving the availability of facilities Madrasah Ibtidaiyah needs to improve the availability of facilities that support the use of ICT-based learning media, such as computers, projectors, and internet access. This can help teachers in utilizing ICT-based learning media more optimally.

2) Developing appropriate learning materials Teachers need to develop learning materials that are appropriate to the ICT-based learning media that will be used. The learning materials developed must be presented clearly and easily understood by students.

3) Using the right ICT-based learning media Teachers need to choose the right ICT-based learning media that is in accordance with the learning process. The learning media chosen

must be able to clarify concepts that are difficult for students to understand and can increase student learning motivation.

- 4) Improving teacher skills in utilizing ICT-based learning media Teachers need to improve their skills in utilizing ICT-based learning media in order to provide optimal benefits for students. This can be done by attending training or workshops related to the use of ICT-based learning media.
- 5) Integrating ICT-based learning media with conventional learning ICT-based learning media can be integrated with conventional learning to create more interactive and interesting learning. Teachers can use ICT-based learning media as additional materials in conventional learning or as assignments or exercises for students.
- 6) Improving students' learning motivation The use of ICT-based learning media can improve students' learning motivation. Therefore, teachers need to utilize ICT-based learning media well and provide an interesting and enjoyable learning experience for students.

The use of ICT (Information and Communication Technology) media in learning Akidah Akhlak has a very big importance. In this increasingly advanced context, ICT media provides various significant benefits in Islamic religious education, especially in learning Akidah Akhlak. First, ICT media allows for a more interactive and interesting learning experience. By using media such as animated videos, images, or interactive learning software, students can visualize abstract concepts and deepen their understanding of moral values. Through diverse, real-world, and dynamic learning experiences, students can be more actively involved in the learning process. Second, ICT media expands students' access to wider and more up-to-date sources of information. Students can access digital content via the internet and get information from various sources, allowing for a more comprehensive and in-depth understanding of the concepts of Akidah Akhlak. Third, ICT media facilitates interaction and collaboration between students. With an online platform or discussion forum, students can discuss, share ideas, and collaborate on assignments or projects. This not only increases student engagement in the learning process, but also helps them build social skills and teamwork skills. Fourth, ICT media provides flexibility in time and place of learning. In this digital era, students can learn independently, anytime, and anywhere using electronic devices such as computers, tablets, or smartphones. Students can utilize learning materials provided in digital format, access materials through online platforms, or participate in virtual classes. This flexibility allows students to organize their study hours according to their personal needs and preferences. Overall, the use of ICT media in learning

Akidah Akhlak has great importance in increasing the effectiveness and interactivity of learning. By utilizing ICT media appropriately, teachers can create an innovative, interesting, and diverse learning environment. Students will get a more interesting, interactive learning experience, and have a greater impact on understanding and applying the teachings of Akidah Akhlak in everyday life. ICT media provides great potential in enriching the process of Islamic religious education and helping students develop the diversity of their knowledge, understanding, and thinking.

One example that will be presented is GLB (*Game-based learning*) which offers a fun and interactive learning experience through the use of games. Through the Game-Based Learning (GBL) method in learning aqidah and akhlak, it will increasingly attract students' attention in learning because it contains learning content that is delivered through game elements such as challenges, prizes, and scores, so that students who were initially bored and not interested in this learning will be more motivated to continue learning to get the best score in a learning game. Using this method can also increase student motivation and involvement. In the era of increasingly advanced technological developments, utilizing technology through gadgets to transform learning based on the Game-based learning (GLB) method so that learning is more innovative and creative and does not lag behind the era. The advantages of Game-based learning (GBL) have been proven in various fields of education, including mathematics, science, and language, but its application in Islamic religious learning is still relatively limited.

A similar article regarding quiz game learning media in Islamic Religious Education subjects states that using this method makes learning more effective and interesting and is able to improve students' critical thinking skills, but in this study it was not just quizzes and questions but there were scores and prizes that motivated students to continue learning so that the learning material would be quickly recorded in students (Daulay et al., 2023).

The game-based learning method is considered suitable for the current digital generation. With developing technology, there are three reasons why this method is suitable for use in the learning process, "namely 1) Creating a fun learning environment and motivating students to learn. 2) Competition and teamwork in completing missions in game applications can also add motivational components to students. 3) Fast and specific feedback makes it easy for students to think of the right way to complete their tasks. (Krisnawati, 2021).

One of these applications is Quizlet. Quizlet was first in the form of a website, launched in January 2007. In August 2012, Quizlet was available as an iOS (iPhone Operating System) application. Quizlet was also available on Android devices in August 2013. Quizlet software is very suitable for improving language skills (Sari, 2019). This application also has many interesting features, including Quizlet Live. The use of Quizlet Live allows the implementation of online tests live and simultaneously with the help of the internet. In addition, teachers also do not need to manually correct students' test answers because the scores will appear immediately after the live session ends.

One of Quizlet's featured features is called flashcard, in the world of education this flashcard is a collection of cards (definition) that can be adjusted to the needs of each individual. While on Quizlet, the flashcards offered are in digital form, which can be accessed via the website or via an Android-based mobile phone (smartphone). The flashcards presented by Quizlet make it easy for users to interact, collaborate, and share flashcards with other users. Flashcards can be created from scratch by starting to edit the available cards (Sari, 2019).

In general, Quizlet features can be divided into 8 parts as follows: (1) Flashcard, which contains cards that can be played at any time by pressing a button (not autoplay) or by autoplay. This Quizlet card or flash card contains teacher-made teaching materials that are used as learning tools/devices. Flashcards can not only be filled with words/meanings, but also words, but can also be filled with images, graphs, or diagrams. (2) Learn, this feature displays a collection of questions about learning materials that are available in flashcards. This feature is similar to Multiple Choice (MC) questions, where students can only choose one answer that they feel is right and the answer choices will be displayed directly on the screen, whether it is correct or not. " (3) Write, in this feature there are practice questions in the form of essays that require students to fill in the answers by typing on the screen. (4) Spell, this feature is in audio-visual form. Through this feature, educators can insert questions in the form of sound or video, in this feature students will type their answers on the screen, just like the write feature. (5) Test, as the most complex evaluation tool, it contains matching questions, essays, multiple choice and also true/false. (6) Match, this feature is done by selecting two statements in the appropriate table, so that the selected table will disappear. If the table has disappeared completely, it is considered to have completed the task. (7) Gravity "(gravity), a collection of questions made like meteors falling to earth, with different speeds . This test trains the speed of answering and typing answers on the screen. Interestingly, there are mines (in the form of red meteors) in this test to train the

user's acumen in doing the gravity test. (8) Live (Quizlet Live), through this feature students can work in groups or individually and then compete to do the test in Quizlet Live simultaneously and the highest score in the test will be displayed on the screen when the live session is over (Lindayani et al., 2021).

Through the use of this kind of media, it is easier for educators to deliver learning materials. In addition, students are also more interested in following every direction given. Thus, students will more easily grasp the learning materials delivered. This is in line with Hamalik's idea that the use of learning media can arouse interest, desire, motivation, and also stimulation of students during learning activities (*14550-Article Text-18561-1-10-20160324.pdf, tt*) In addition, the skills and knowledge obtained through learning media and the interactions that occur between students can provide new experiences that have never been obtained before.

Azhar Arsyad quoted Burner's opinion that there are three main levels of learning, namely enactive or direct experience, iconic or image experience, and symbolic or abstract experience (Nuning Setiana_ Utilization of Digital Learning Media at Mi Istiqomah Sambas Purbalingga.Pdf, TT). The three experiences put forward by Burner can be obtained by students, one of which is through the Quizlet learning media. Students gain direct experience through a website that they only find out about after logging in using a code shared by the educator. Furthermore, students also gain visual experience in the form of interesting images according to the learning material. And finally, students will gain abstract experience by thinking to solve problems that have been prepared by the educator through images or text presented in Quizlet.

This application has many benefits for students because it can basically develop and improve linguistic intelligence, especially in vocabulary mastery. Train and improve speaking, listening, writing and reading skills. For example, in terms of listening, students can listen to audio containing terms or definitions. In practicing speaking skills, students can do this by following the pronunciation or repeating the definition heard through audio. In practicing reading skills, students can read the text in it. Furthermore, in practicing writing skills, students can type or write answers to existing solutions. This allows students not to get bored and sleepy quickly when the teaching and learning process takes place, this can provide motivation and a positive impact on students because they will be more enthusiastic about learning (Muthoharoh & Abidin, 2023).

4. CONCLUSION

In this era of increasingly advanced information and communication technology, the integration of ICT-based learning media in the subject of Akidah Akhlak has emerged as an attractive option to increase the effectiveness and interactivity of learning. By utilizing various digital media such as animated videos, interactive learning applications, the internet, and learning software, teachers can provide a more interesting learning experience, visualize abstract concepts, and facilitate active student involvement in the learning process. Through the use of ICT-based learning media, teachers can expand students' access to broader and more up-to-date sources of information. In the subject of Akidah Akhlak which involves an understanding of values and ethics, students can use the internet to search for and share sources of information that are relevant to the learning topic. Thus, students can gain more comprehensive and in-depth knowledge.

In addition, ICT-based learning media also provides greater learning flexibility. Students can learn independently, anytime, and anywhere using electronic devices such as computers, tablets, or smartphones. Teachers can provide interactive assignments and exercises that can be accessed online. This allows students to set their own time and pace of learning, according to their individual abilities and needs. Another advantage of using ICT-based learning media is the ability to visualize difficult-to-understand concepts. In the subject of Akidah Akhlak which involves understanding abstractions and values, media such as animated videos or presentation slides can help students understand and describe these concepts visually. In this way, students can more easily assimilate and apply the values learned in everyday life.

The selection of games as one of the media used to improve students' thinking skills and abilities, because game-based learning is considered to be able to be used as a learning method that has interesting, innovative, challenging, interactive characteristics as well as utilizing technological developments so that there is a match between the needs and interests of students in learning. The learning carried out is a consequence of the player to be able to go through a challenge in the game in a fun way, thus the process of internalizing the values of faith is easier to stick in students. The use of quizlet learning media in the subject of Faith and Akhlak has been able to provide a positive impact on students. One of them is that students participate more in doing the tasks that are distributed, in addition, daily evaluation scores have also increased and students are more entertained and motivated.

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