

(Research/Review) Article

Evaluation of the Effectiveness of Learning Aqidah Akhlak (Evaluation Study of Learning Aqidah Akhlak through Lecture and Discussion Method)

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Abstract: This article discusses the evaluation of the effectiveness of Aqidah Akhlak learning through a literature review that focuses on lecture and discussion methods. In learning Aqidah Akhlak, choosing the right method is the key to success in delivering material and shaping students' character. The lecture method is effective in conveying basic information in a systematic manner, while the discussion method emphasizes more on the active involvement of students and the development of critical thinking skills. This article examines various scientific literature to analyze the advantages, disadvantages, and relevance of these two methods in the learning of Aqidah Akhlak. The results of the study show that the use of both methods in an integrated manner can provide more optimal results, with lectures as an introduction and discussions as a deepening of the material. These findings provide a theoretical perspective for educators in designing effective learning strategies.

Keywords: effectiveness, moral beliefs, lecture method, discussion method

1. Introduction

Aqidah Akhlak education is one of the important subjects in the Islamic education curriculum in Indonesia. This subject is designed to instill Islamic values which include faith, piety, and noble morals. In the midst of the challenges of the complex modern era, Aqidah Akhlak education has a strategic role in shaping the young generation who have high morality and personality in accordance with Islamic teachings. In this context, the learning method used by educators is one of the determining factors for the success of the educational process.

The learning method functions as a means to achieve learning objectives. Choosing the right method can increase learning effectiveness and help students understand the material in depth. Among the various methods that are often used in learning Aqidah Akhlak, the lecture method and the discussion method are two approaches that have their own advantages and challenges.

The lecture method is a classic method that remains popular among educators today. This method allows teachers to convey information directly and in a structured manner to students. In learning Aqidah Akhlak, the lecture method is often used to explain basic concepts such as the pillars of faith, the pillars of Islam, and the principles of morality taught in Islam. The advantage of this method lies in its ability to deliver material in a short period of time and reach many students simultaneously. However, lecture methods are often considered to lack active student engagement. Students tend to be passive and just listen without engaging in the process of critical thinking.

Instead, the discussion method offers a more participatory approach. Through discussions, students are invited to dialogue, exchange views, and find solutions to a problem. This method is very relevant in learning Aqidah Akhlak because students can relate the material to the reality of daily life. For example, discussions can be used to discuss contemporary issues such as the importance of honesty in social media or how to deal with moral challenges in the digital age. In addition, the discussion method also helps students develop critical thinking, communication, and cooperation skills. However, the effectiveness

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of this method is highly dependent on the teacher's ability to facilitate discussions to stay focused and relevant to the learning objectives.

This article aims to evaluate the effectiveness of these two methods in learning Aqidah Akhlak through a literature review. In this context, literature review is a relevant approach because it allows authors to collect, analyze, and synthesize various previous studies. Thus, this article is expected to provide in-depth theoretical insight into the advantages and disadvantages of lecture and discussion methods in learning Aqidah Akhlak.

In addition, this article also seeks to provide practical recommendations for educators in choosing the appropriate method for learning Aqidah Akhlak. The optimal approach not only improves students' understanding of the material, but also helps them internalize Islamic values in their daily lives. In the modern era full of moral and spiritual challenges, effective Aqidah Akhlak education is an urgent need to form the next generation who are not only intellectually intelligent, but also noble in morals.

With this approach, the article is expected to be a reference for educators, researchers, and policy makers who are committed to improving the quality of Aqidah Akhlak education in Indonesia. This research also opens up opportunities for more applicable follow-up studies, especially in integrating the two methods in holistic and contextual learning.

2. Research Methods

The researcher in this study adopted a library research approach as one of the main methods to collect data. This approach involves searching and analyzing various sources of relevant texts, such as scientific journals, books, and articles from various online platforms. By digging into the existing literature, researchers can gain an in-depth understanding of the research topic as well as obtain a strong theoretical framework. In addition, the researcher also applies qualitative analysis in examining and interpreting the data that has been collected. Through this approach, researchers can identify patterns, themes, and relationships that emerge from the literature under investigation, so as to present a comprehensive and in-depth understanding of the phenomenon being studied. By combining literature study methods and qualitative analysis, this research is expected to make a meaningful contribution to the understanding of the topic studied.

3. Results And Discussion

3.1 Advantages of Lecture Methods in Learning Aqidah Akhlak

- **Time Efficiency**
Lectures allow teachers to convey information to many students in a relatively short time, so that the material can be delivered comprehensively.
- **Mastery of Material**
Teachers can explain the concepts of faith and morals in depth, provide clear and structured explanations, and emphasize important points.
- **Systematic Delivery**
This method allows for structured teaching, so that students can follow the flow of explanations well and understand the relationships between concepts.
- **Emotional Influence**
With a good delivery style, teachers can influence students' emotions and motivations, creating a deeper awareness of moral values.
- **Minimize Confusion**
In the context of faith, lectures can help to elaborate complex concepts that may be difficult to understand, so that students gain a clearer understanding.
- **Accessibility**
The lecture method can be done without the need for sophisticated tools, so it is easy to implement in various environments, including in areas with limited resources.
- **Inculcating Moral Values**
Teachers can directly instill the expected moral and ethical values in moral beliefs, helping students to internalize religious teachings.
- **Opportunities for Inspiration**

Lectures can be a means to inspire students with exemplary stories, prophetic teachings, or good examples from Islamic history.

- **Consistent Delivery of Materials**
With lectures, teachers can deliver material in a consistent manner, maintaining the same standards of teaching for all students. (Arifin, 2015)

3. 2 Weaknesses of the Lecture Method in Learning Aqidah Akhlak

- **Lack of Interaction**
Students tend to be passive, which can reduce their engagement and understanding of the material being taught.
- **Limitations of Discussion**
Lectures often do not provide space for students to discuss or ask questions, so the potential for exploration of understanding is limited.
- **Variety of Learning Styles**
Every student has a different learning style. The lecture method may not be effective for students who prefer interactive or hands-on learning.
- **Mental Fatigue**
Lectures that are too long or monotonous can cause students to feel bored, resulting in decreased concentration and retention of information.
- **Monotonous Delivery Risks**
If the teacher does not have good speaking skills, the lecture can become uninteresting and difficult to remember.
- **Difficulty in Understanding Concepts**
Some concepts of faith and morals may be difficult to understand through verbal explanations alone, especially for students who need concrete examples or direct experience.
- **Limitations of Personal Understanding**
Without opportunities to interact and ask questions, students may not be able to develop a deep personal understanding of the values of faith and morals.
- **Dependence on Teachers**
Students can become overly dependent on teachers for information, which can hinder their ability to learn independently.
- **Potential Stereotypes**
In some cases, lectures can reinforce certain stereotypes or views that do not necessarily reflect a broader understanding of moral beliefs.

So although the lecture method has some drawbacks, teachers can overcome them by combining other techniques that are more interactive and encourage student participation. This will help create a more dynamic and effective learning environment. Also the weakness of this lecture method comes from the students themselves, in the learning process students often do not understand what the teacher says, because students often do other work outside of learning such as playing and so on. To overcome this incident, the teacher always controls the situation of the students while giving lectures about the learning material. In addition, at the end of the lesson, the teacher also conducts questions and answers to find out the extent of students' understanding of the material presented. (Arifin, 2015)

3. 3 Advantages of discussion methods

The discussion method has various advantages that make it very relevant in learning Akidah Akhlak, including:

- **Developing Critical Thinking**
Discussions train to think logically, systematically, and critically. In the subject of Moral Faith, it is invited to relate theory to the reality of life, such as how honesty is the foundation of good social relationships or the impact of bad behavior on oneself and society.
- **Increasing Active Participation**
Discussions encourage students to engage directly in learning. They are not only listeners, but also actively express opinions and ideas. This increases understanding as they learn through interaction and collaboration.
- **Cultivating Communication Skills**

Through discussion, students learn to convey arguments systematically and respect the opinions of others. These good communication skills are essential in their daily lives and futures.

- **Relevance to Real Life**

Topics in Akidah Akhlak are often related to daily life, such as the importance of patience, the benefits of almsgiving, or how to interpret disasters. With discussion, students can relate those values to personal experiences or situations in their environment.

3. 4 Weaknesses of Discussion Methods

Although it has many advantages, the discussion method also has a number of disadvantages, including:

- **Takes a Long Time**

Discussions require a reasonable allocation of time, especially for complex topics. If not managed properly, discussions can take up other lesson time.

- **Lack of Equitable Participation**

Not all students are active in discussions. Some students may feel embarrassed or lack the confidence to speak, resulting in uneven learning.

- **Potential Topic Deviations**

In practice, discussions often go off the beaten path. In the context of Moral Faith, this can lead to unhealthy debates or even deviation from Islamic values.

- **Limitations on Students with Low Ability**

Not all students are able to understand the material being discussed in the discussion. Students with low academic ability may find it difficult to participate actively, so they do not get the maximum benefit. (Arifin, 2015)

3. 5 Factors Influencing Learning Effectiveness

One of the important factors in the success of education is the effectiveness of the learning process carried out by teachers in schools. This effectiveness is the main element to achieve the goals or targets that have been set in each organization, activity, or program. A process is considered effective if the specified goals or targets can be achieved as planned. Miarso said that learning effectiveness is one of the quality standards of education and is often measured by achieving goals, or it can also be interpreted as accuracy in managing a situation, "Doing the right things" (Miarso, 2004 in Fuad et al, 2023:2).

However, the reality in the field is that the implementation of learning activities often does not run effectively, which has an impact on the achievement of learning objectives. This is due to various factors, such as a lack of teaching materials, limited facilities, inappropriate learning methods, and internal factors from teachers and students, such as lack of motivation and differences in intelligence levels.

Learning is defined as the process of interaction between students and educators and learning resources in a learning environment that is designed to help individuals learn and learn certain skills. So it can be interpreted that the effectiveness of learning is the achievement of educational goals or objectives that have been set in a learning process in a learning environment effectively and efficiently, that is, achieved according to the planned time. Learning is said to be effective if the following five indicators, such as (1) communication process, (2) management of learning implementation, (3) student response, (4) learning activities, and (5) student learning outcomes are met and implemented effectively and efficiently in accordance with the standards that have been set. (Majid, 2012)

What is meant by effective learning is learning that allows students to receive lessons easily, fun, but the expected learning goals are still achieved. To assess the effectiveness of an activity, there are several indicators that must be considered as a basis for assessing how far the activity is said to be effective. Likewise in learning activities.

- **Accuracy of Teaching Program Preparation**

Good implementation will not be achieved without good planning, especially in the process of educating a human being, so it must be really designed in such a way. Especially in formal education, a teacher must have designed learning activities so that the goals that have been set will be achieved.

- **Classroom Condition Management**

A conducive class is very helpful in the success of a learning process, so teachers must have the ability to condition a class so that students are ready to receive learning materials. Conditioning this class can be done through several activities such as doing perception. Start the class by reading the prayer together, reading attendance provides motivation and conveys the learning objectives of the day. And to avoid boredom in students during the learning process, sometimes teachers also hold ice breaking activities to arouse students' motivation to learn again. Likewise, if it is found that there are students who do not pay attention or do activities that can interfere with teaching and learning activities, teachers always remind and reprimand students not to do these activities.

- Accuracy of the Use of Learning Media and Learning Resources.

Media and learning resources are absolutely needed when learning process activities take place, so teachers must first prepare the right media and learning resources before carrying out learning activities. This media and learning resources are very helpful for students in understanding the subject matter, as well as for the teacher it will be easier for the teacher to explain and understand the material that will be delivered.

3. 6 Interaction Between Teachers and Students.

In essence, learning is the process of interaction between teachers and students, and the environment around them, in which in the process there are efforts to improve the quality of students to be better than before. Learning is a combination of teaching in the context of teachers and learning in the context of students. Therefore, communication and interaction between teachers and students must be well established if learning activities are to run well, and learning goals are to be achieved. The ability to establish good interaction is one of the competencies that must be possessed by a teacher who is part of social competence, namely the ability to interact and establish harmonious communication with school residents, both with fellow teachers, with school leaders, education staff and also with the students themselves.

Regarding interaction with students, teachers must be able to do not much in the classroom but also outside the classroom because the education and learning process does not only take place in the classroom, especially in this case teachers become role models for their students so that if they want the educational process and the cultivation of teaching values, especially related to religious values, to be embedded in students, it is absolutely a must have for teachers.

3. 7 Accuracy of Evaluation Implementation

Assessment is the final process of an activity to measure the level of achievement and success of a program. Likewise, in learning activities, an evaluation program must be carried out by a teacher to measure how far students are able to absorb and apply theory from the subject matter that has been delivered. In addition to knowing the success rate of a learning objective, the results of the evaluation can also be used as a basis for compiling future improvement steps to achieve better learning objectives.

The accuracy of measuring the achievement of a learning goal depends on the form and program of evaluation designed by the teacher, therefore teachers must determine the right type of evaluation so that they can accurately determine the level of success, so that they can calculate how effective the learning has been. (Widawati, Adistiani, & Mughni, 2024)

4. Conclusion

Through this literature review, the effectiveness of lecture and discussion methods in learning Aqidah Akhlak has been evaluated. The results of the study show that the two methods have advantages and disadvantages that complement each other. The lecture method, with its structured and efficient nature, is effective in conveying basic material quickly and thoroughly. This method is very suitable for learning theoretical concepts of Aqidah Akhlak, such as the introduction of the pillars of faith, the pillars of Islam, or basic moral values.

On the other hand, the discussion method offers a more participatory and interactive approach. This method encourages students to actively think, dialogue, and relate learning materials to the reality of daily life. Discussions also help students develop critical thinking,

analytical, and communication skills. This makes the discussion method very relevant to explore the material of Aqidah Akhlak that is applicative, such as discussing moral challenges in the digital era or the importance of honesty in daily life.

An important conclusion of this study is that the use of one method alone is not enough to achieve optimal learning outcomes. An integrative approach, which combines lecture and discussion methods, can be the best solution. Teachers can start learning with lectures to provide a clear theoretical framework, then continue with discussions to deepen understanding and encourage students to apply the values of Aqidah Akhlak in their lives.

This article also emphasizes the importance of teacher competence in managing both methods. Teachers need to be able to design flexible learning, adjust methods to student needs, and ensure that the learning objectives of Aqidah Akhlak are maximally achieved.

In closing, this literature review is expected to provide theoretical insights for educators, researchers, and policy makers in improving the quality of learning Aqidah Akhlak. This study also opens up opportunities for further empirical research, to test the effectiveness of a combination of lecture and discussion methods in a more specific context. With effective learning, Aqidah Akhlak education can be a solid foundation in forming a young generation that is not only intellectually intelligent, but also superior in morals and spirituality.

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