



# Implementation Of Aqidah Akhlak Education In Enhancing Students' Tolerance Character In Islamic Boarding Schools

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## Article History

Received : January 9<sup>th</sup> 2023

Revision : March 13<sup>th</sup> 2023

Publication : April 30<sup>th</sup> 2023

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## Abstract

*This study aims to explore the implementation process of Aqidah Akhlak education in enhancing students' tolerance character, identify the supporting factors in the learning process, and evaluate the outcomes of its implementation. This qualitative research utilizes interviews, observations, and documentation for data collection, while data analysis is conducted through data processing and field analysis. The findings indicate that the Aqidah Akhlak education at Madin Al Muhajirin Termas is conducted effectively, following the curriculum and lesson plans which include opening, core, and closing activities with a focus on habituation and role-modeling methods. The habituation method fosters good habits among students, cultivating noble character and tolerance, while role-modeling by teachers further reinforces these values. Supporting factors include regular activities such as group Qur'an recitation, communal prayers, and morning routines involving Asmaul Husna recitations and short surah readings. The implementation of these methods has positively impacted students' ability to respect differences, show courtesy towards teachers, assist peers, and adhere to school regulations.*

**Keywords:** Implementation, Character, Tolerance, Education



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## INTRODUCTION

Education is a fundamental human necessity, playing a crucial role in shaping an individual's normative behavior. It is a key element in enhancing the quality of human resources (HR) by fostering human growth and development through teaching and learning processes to acquire knowledge, skills, and good behavior that are beneficial to individuals, society, and the environment (Khalid, 2021). Education's role is increasingly emphasized in character building within educational institutions, both formal and non-formal, such as Islamic boarding schools (madrasah diniyah). This emphasis arises in response to the growing social phenomena, such as the increasing prevalence of juvenile delinquency, including



mass brawls and various other moral degradations, which have become alarming societal issues (Rahman, 2020).

Character education, particularly through moral and ethical education (Aqidah Akhlak), is considered essential for producing individuals who are intelligent and possess commendable character (Fauzan, 2019). The goal of education is not only to transfer knowledge but also to instill strong moral and ethical values that enable students to navigate life's challenges with resilience, patience, and wisdom (Zahra & Ahmad, 2021). The effectiveness of character education, especially in madrasahs, is measured by the students' ability to interact positively with others and practice the principles of morality and ethics in their daily lives (Mulyadi, 2022).

The Indonesian National Education System Law (UU Sisdiknas) highlights that national education aims to develop students' potential to become individuals who are faithful and pious to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens (Ministry of Education and Culture, 2019). Therefore, the cultivation of moral and ethical values is vital in education, especially within the context of Islamic teachings, where these values form the core of a person's character and behavior (Hassan, 2020).

Aqidah Akhlak education plays a central role in shaping students' character, both within the school environment and in society at large. It involves not just imparting knowledge but also guiding students to internalize and practice these values in their daily lives, which is aligned with the teachings of the Qur'an and Hadith (Ismail, 2018). Despite the traditional view that madrasahs are strongholds of moral education, challenges persist in effectively implementing Aqidah Akhlak teachings, as evidenced by issues such as conflicts among students over differing opinions (Hassan & Rahman, 2021).

Given these challenges, the role of teachers in Aqidah Akhlak education is to go beyond mere knowledge transfer and focus on cultivating strong faith, piety, and noble character in students, preparing them to contribute positively to society, family, and the nation (Amiruddin, 2020). The present study is motivated by the need to explore the implementation of Aqidah Akhlak education in enhancing students' tolerance character, particularly in the context of Islamic boarding schools like Madin

## **METHOD**

This study employs a qualitative descriptive approach, classified as field research. According to Fathoni (2006), field research involves conducting investigations in real-world settings or specific locations selected as the research sites. In this context, the qualitative descriptive approach allows for direct



observation and analysis of the subject matter, aiming to provide a clear and detailed depiction of the implementation of Aqidah Akhlak education at Madin Al Muhajirin Temas Babadan. The primary goal is to describe the existing conditions comprehensively, capturing the essence of the educational processes and their impact on students' moral character.

Qualitative research is particularly suitable for exploring complex phenomena, social activities, behaviors, events, beliefs, and thoughts, both at the individual and group levels (Ghony & Almanshur, 2012). It enables researchers to delve into the system being studied with greater detail, offering explanations, interpretations, and aligning the findings with existing knowledge and practices. Qualitative research is also used to build knowledge through understanding and discovery (Miles, Huberman, & Saldaña, 2018).

### **Data Sources**

The data for this study were collected from both primary and secondary sources. Primary data were directly obtained from interviews with Aqidah Akhlak teachers, the head of Madin, and students at Madin Al Muhajirin. Secondary data included documents and archives related to discipline, student and teacher information, organizational structure, facilities, and the vision and mission of Madin Al Muhajirin.

1. **Primary Data:** These are firsthand data collected directly from the sources. In this study, the primary data sources were the Aqidah Akhlak teachers, the head of Madin, and the students of Madin Al Muhajirin.
2. **Secondary Data:** These data were obtained from documents and archives available at Madin Al Muhajirin. They include information about the background of the research object, student and teacher conditions, organizational structure, facilities, and the vision and mission of the institution.

### **Data Collection Procedures**

Data collection was carried out using a combination of methods to ensure the accuracy and richness of the data, following Nazir's (2014) systematic and standardized procedures. The methods employed in this study include:

1. **Observation:** According to Nazir (2014), observation involves collecting data by directly observing the subject without the use of standard instruments. This study involved observing the implementation of Aqidah Akhlak education at Madin Al Muhajirin, focusing on students' behaviors from the time they enter the school until they leave. In qualitative research, observation is not used to test the truth but to uncover it (Creswell & Poth, 2018).



2. Interviews: Nazir (2014) describes interviews as a process of obtaining information for research purposes through direct questioning, conducted face-to-face between the interviewer and respondents using an interview guide. In this study, unstructured interviews were conducted with various stakeholders at the school, including the head of Madin, Aqidah Akhlak teachers, and students. The flexibility of unstructured interviews allows for in-depth exploration of the research topic (Rubin & Rubin, 2012).
3. Documentation: Documentation analysis was used to gather data on the educational environment, including teacher and student data, graduation rates, facilities, and other relevant records. This method provides stable, rich, and contextually relevant data that support the research objectives (Bowen, 2009).

### **Data Validation**

To ensure the validity and reliability of the data, this study employed source triangulation, which involves comparing and cross-checking the credibility of information obtained through different methods and sources. Triangulation helps to confirm the accuracy of the data by comparing observations with interview results, public statements with private comments, and different perspectives within the study population (Patton, 2015).

### **Research Phases**

The research was conducted in three phases:

1. Pre-fieldwork Phase: This initial phase involved planning the research, selecting the location (Madin Al Muhajirin Temas Babadan), proposing the research title, conducting a literature review, and preparing the research methods and necessary permits.
2. Fieldwork Phase: This phase included consulting with relevant authorities, collecting data through observations, interviews, and documentation, and analyzing the data. Establishing rapport with participants was crucial for effective data collection.
3. Completion Phase: This final phase involved drafting the research report, consulting with academic advisors, and revising the report to meet academic standards for thesis submission.

## **RESULTS AND DISCUSSION**

This study examines the implementation of Aqidah Akhlak education in enhancing the tolerance character of students at Madin Al Muhajirin Temas Babadan. The implementation of Aqidah Akhlak education serves as a medium for



developing students' attitudes towards tolerance. The data collected and analyzed in this research are as follows:

## **Implementation of Aqidah Akhlak Education in Enhancing Students' Tolerance Character**

### **Planning and Preparation Phase**

Before conducting the Aqidah Akhlak lessons at Madin Al Muhajirin, teachers, similar to their counterparts, prepare lesson plans and select appropriate teaching methods, with a strong focus on developing the affective aspects at each stage of the learning process. According to the head of Madin Al Muhajirin, Mr. Moh Nur Kholid:

"The role of lesson plans and the application of teaching methods are critical in the planning stage, serving as a guide during the learning process" (Kholid, 2023).

Teachers are encouraged to develop lesson plans through RPP (Lesson Plan) and select appropriate teaching methods that align with the objective of fostering tolerance among students. Mrs. Siti Muanifah, an Aqidah Akhlak teacher, emphasized:

"During the planning phase, preparing the Aqidah Akhlak lesson plan at Madin Al Muhajirin involves creating RPP and determining suitable teaching methods, which are then developed to fit the material, using a contextual approach that connects the material to real-world situations" (Muanifah, 2023).

The contextual approach employed by the teachers encourages students to relate the lesson material to real-life situations, thereby fostering the application of tolerance in their daily lives. Mrs. Siti Muanifah further stated:

"To develop tolerance values, it is important to continuously remind students about the importance of good behavior and the consequences of bad behavior" (Muanifah, 2023).

### **Implementation Phase**

In the implementation phase, the teaching of Aqidah Akhlak at Madin Al Muhajirin involves several stages:

1. **Introduction:** Teachers begin the lesson by mentally and physically preparing the students for the learning process. This involves asking questions that connect prior knowledge with the upcoming material, explaining the learning objectives, and outlining the activities based on the lesson plan (Kholid, 2023).
2. **Core Activities:** The core activities involve using a contextual learning approach where teachers help students connect the lesson content with real-life situations. For example, during the teaching of QS. Al-Kafirun, teachers



divided the students into groups and discussed the themes of tolerance embedded in the verse. This method encourages active participation and reflection among students, fostering a deeper understanding of tolerance (Muanifah, 2023).

3. Closing: The closing activities involve reviewing the material, assigning tasks that require students to practice tolerance, and providing feedback. For instance, teachers often assign group tasks that encourage students to engage in discussions and practice tolerance by respecting different opinions within the group (Muanifah, 2023).

### **Supporting Factors**

The successful implementation of Aqidah Akhlak education is supported by several factors, including routine religious activities at Madin Al Muhajirin, such as collective Qur'an recitation, communal prayers, and daily Asmaul Husna recitations. These activities help instill a sense of community and mutual respect among students, reinforcing the values of tolerance (Kholid, 2023).

### **Supporting Factors in Enhancing Tolerance Character**

The research identifies several supporting factors in the implementation of Aqidah Akhlak education that contribute to the enhancement of students' tolerance character. These include:

1. Routine Religious Activities: Regular activities such as communal Qur'an recitation, prayers, and group Asmaul Husna recitations help students internalize religious values, including tolerance (Kholid, 2023).
2. Teacher Role Models: Teachers at Madin Al Muhajirin serve as role models, consistently demonstrating tolerance and fairness in their interactions with students. This modeling behavior encourages students to emulate these positive traits (Muanifah, 2023).
3. Integration of Tolerance in the Curriculum: Tolerance is systematically integrated into the Aqidah Akhlak curriculum through contextual teaching methods and group work, which promote respectful dialogue and understanding among students (Muanifah, 2023).

### **Outcomes of Aqidah Akhlak Education in Enhancing Tolerance Character**

The outcomes of the Aqidah Akhlak education at Madin Al Muhajirin show significant improvements in students' tolerance character. Through regular observation and assessment, teachers noted that students began to display greater respect for differences and were more likely to engage in constructive, tolerant behavior both inside and outside the classroom (Muanifah, 2023).

1. Teacher's Role: Teachers play a crucial role in shaping students' tolerance by providing knowledge and consistently modeling good behavior. The study





found that students responded positively to these efforts, often replicating the tolerant behavior demonstrated by their teachers (Muanifah, 2023).

2. **Involvement in Diversity:** Teachers encouraged students to engage in diverse groups, which included mixed-gender and socio-economic backgrounds, fostering a culture of tolerance and mutual respect. These activities were critical in helping students navigate and appreciate diversity in their everyday interactions (Muanifah, 2023).
3. **Cultivation of Akhlakul Karimah:** At Madin Al Muhajirin, the cultivation of Akhlakul Karimah (noble character) is embedded in the school's culture. Practices such as greeting teachers, showing respect, and maintaining cleanliness are emphasized, contributing to the development of a tolerant and respectful school environment (Kholid, 2023).

## **DISCUSSION**

The implementation of Aqidah Akhlak education at Madin Al Muhajirin plays a significant role in enhancing students' character, particularly in fostering tolerance. The process involves careful planning, effective teaching methods, and a conducive environment that reinforces the core values of respect, tolerance, and good behavior. The research conducted at Madin Al Muhajirin highlights the importance of both the planning and preparation phases, as well as the practical application of tolerance through the implementation of various teaching strategies and supporting activities.

### **Planning and Preparation Phase**

Before beginning the Aqidah Akhlak lessons, teachers at Madin Al Muhajirin meticulously prepare their lesson plans (RPP), selecting teaching methods that align with the goal of fostering tolerance. The planning phase is essential, as it provides the structure for the entire learning process. According to Mr. Moh Nur Kholid, the head of Madin Al Muhajirin, lesson plans serve as a crucial guide throughout the teaching process, helping educators stay focused on their objectives and maintain a coherent approach (Kholid, 2023).

Mrs. Siti Muanifah, an Aqidah Akhlak teacher at the institution, stresses the importance of a contextual approach during the planning phase. This approach connects the material to real-world situations, making it more relatable for students and helping them apply the concept of tolerance in their daily lives (Muanifah, 2023). Additionally, teachers are encouraged to remind students continuously about the consequences of their behavior—both good and bad—so they can understand the real-life implications of their actions and attitudes towards others. This emphasis on the affective domain is crucial in character development, particularly in fostering values such as tolerance.



## **Implementation Phase**

The implementation phase of Aqidah Akhlak education at Madin Al Muhajirin involves a structured approach to teaching, with distinct stages designed to engage students actively in learning and applying tolerance.

1. **Introduction:** The lesson begins with activities that mentally and physically prepare students for learning. Teachers link the upcoming material with prior knowledge, provide the learning objectives, and introduce the planned activities (Kholid, 2023). This phase sets the tone for the lesson and encourages students to mentally engage with the content.
2. **Core Activities:** The core activities in the teaching of Aqidah Akhlak focus on the contextual approach, where teachers encourage students to connect the lesson content to real-life situations. For example, while teaching the Qur'anic verse QS. Al-Kafirun, teachers divided students into groups and discussed the themes of tolerance embedded in the verse. This group activity allows for active participation and reflection, helping students internalize the concept of tolerance in a meaningful and impactful way (Muanifah, 2023). It also creates a space for students to voice their thoughts and engage in respectful dialogue, which enhances their understanding and practice of tolerance.
3. **Closing:** The lesson concludes with a review of the material and assignments that require students to practice tolerance. Group tasks often encourage students to engage in discussions and practice respecting differing opinions within the group, reinforcing the importance of tolerance in their everyday lives (Muanifah, 2023). This phase not only consolidates the learning but also provides a practical application of the concept of tolerance.

## **Supporting Factors in Enhancing Tolerance Character**

The successful implementation of Aqidah Akhlak education is supported by several factors that contribute to the enhancement of students' tolerance character.

1. **Routine Religious Activities:** Regular religious activities at Madin Al Muhajirin, such as communal Qur'an recitation, prayers, and daily Asmaul Husna recitations, play an integral role in instilling religious and moral values in students, including tolerance. These activities help students internalize religious values and apply them in their interactions with others, fostering a sense of community and mutual respect (Kholid, 2023).
2. **Teacher Role Models:** Teachers at Madin Al Muhajirin serve as role models for students. Their consistent demonstration of tolerance and fairness in their interactions with students encourages the students to emulate these positive behaviors (Muanifah, 2023). By modeling good behavior, teachers





help shape the moral character of their students, reinforcing the values of tolerance through their actions.

3. **Integration of Tolerance in the Curriculum:** The curriculum itself is designed to systematically integrate the value of tolerance into Aqidah Akhlak education. Through contextual teaching methods, group work, and active participation, students are encouraged to engage in respectful dialogue and learn to appreciate diversity. The curriculum fosters a culture of understanding and mutual respect, which is essential for developing tolerant attitudes among students (Muanifah, 2023).

### **Outcomes of Aqidah Akhlak Education in Enhancing Tolerance Character**

The outcomes of Aqidah Akhlak education at Madin Al Muhajirin show significant improvements in students' tolerance character. Teachers noted that students began to display greater respect for differences and were more likely to engage in constructive, tolerant behavior both inside and outside the classroom. This transformation is a direct result of the continuous and systematic efforts to foster tolerance through teaching, role modeling, and extracurricular activities.

1. **Teacher's Role:** Teachers have a crucial role in shaping students' tolerance by providing knowledge and consistently modeling good behavior. The study found that students responded positively to these efforts, often replicating the tolerant behavior demonstrated by their teachers (Muanifah, 2023). This highlights the power of teacher influence in promoting tolerance as a core value.
2. **Involvement in Diversity:** Teachers actively encouraged students to engage with diverse groups, including those with mixed-gender and socio-economic backgrounds. These activities were instrumental in fostering a culture of tolerance and mutual respect. By navigating and appreciating diversity in their interactions, students were better equipped to respect others' differences and engage in peaceful, harmonious relationships (Muanifah, 2023).
3. **Cultivation of Akhlakul Karimah:** At Madin Al Muhajirin, the cultivation of Akhlakul Karimah (noble character) is deeply embedded in the school's culture. Practices such as greeting teachers, showing respect, and maintaining cleanliness are emphasized as part of the character-building process. These practices contribute to a school environment where tolerance and respect are not only taught but actively practiced by students and faculty alike (Kholid, 2023).

### **CONCLUSION**



The implementation of Aqidah Akhlak education has been carried out effectively, with teachers adhering to the current curriculum and lesson plans (RPP). This implementation includes well-structured activities consisting of an opening, core, and closing session. Supporting factors for the successful implementation include routine religious activities such as communal Qur'an recitation, group prayers, morning Asmaul Husna recitations, and the joint recitation of short surahs.

The outcomes observed include noticeable improvements in students' discipline and engagement in the learning process. Students exhibited better behavior, showing increased respect for differences, politeness towards teachers, and a stronger sense of cooperation with their peers. Additionally, students have begun to consistently adhere to the rules and regulations of the madrasah.

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