

Implementation of Story-Based Aqidah and Akhlak Learning in Cultivating Noble Character at SMP PUI Ci Curug

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Abstract— This research aims to analyze the teaching and learning process at SMP PUI Ci Curug, focusing on teaching strategies, student engagement, and the effectiveness of the methods used. The research employs a descriptive qualitative method with observation, interviews, and documentation as data collection techniques. Teachers and students participated in this study to provide a comprehensive overview of classroom dynamics. The findings indicate that implementing interactive learning methods, such as group discussions and presentations, plays a significant role in enhancing active student participation. However, there are still some challenges, such as limited learning media and varying academic abilities among students, which affect the achievement of learning objectives. Based on these findings, it is recommended that the school provide training for teachers on educational technology and improve facilities that support the learning process. This study is expected to contribute to improving the quality of education at SMP PUI Ci Curug specifically and serve as an evaluation material for other educational institutions.

Keywords— Teaching and Learning, Student Engagement, Effectiveness of the Methods

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I. INTRODUCTION

The teaching of Aqidah and Akhlak at the junior high school level plays a crucial role in shaping students' character and behavior. In Islamic teachings, noble character is a fundamental aspect that must be instilled from an early age so that high moral values become deeply rooted in daily life. One effective method for teaching these values is through storytelling. Stories derived from the Qur'an, Hadith, and exemplary narratives possess the power to touch hearts, inspire behavioral change, and foster a deep understanding of moral principles.

In an effort to improve the quality of Aqidah and Akhlak education, an observation was conducted at SMP PUI Ci Curug. The observation aimed to identify various aspects, including the Aqidah and Akhlak teaching process, teacher-student interactions, and the availability of school facilities that support the learning process. Observation as a research method is highly beneficial in understanding the dynamics of education firsthand and in obtaining accurate data regarding the practice of Aqidah and Akhlak education in schools.

Through this direct observation, relevant data and in-depth analyses of the current situation and educational practices at SMP PUI Ci Curug are expected to be obtained. The results of this observation are anticipated to serve as a reference for school authorities in making strategic decisions for improving and advancing Aqidah and Akhlak teaching toward a better and more effective direction.

II. METHOD

This study employs a qualitative approach with a descriptive method to illustrate the implementation process of story-based Aqidah and Akhlak teaching in shaping students' noble character at SMP PUI Ci Curug Tasikmalaya. This method is chosen to gain an in-depth understanding of the teaching practices applied and their impact on students' character development.

Through this approach, the research aims to provide a clear and comprehensive depiction of the story-based Aqidah and Akhlak teaching implementation at SMP PUI Ci Curug Tasikmalaya, as well as its contribution to fostering noble character among students.

III. RESULT AND DISCUSSION

In This study found that the teaching of Aqidah Akhlak at SMP PUI Ci Curug employs several methods aimed at developing students' noble character, with the primary approaches being lectures and storytelling methods.

[1] The Lecture Method in Aqidah Akhlak Teaching

The lecture method is one of the main approaches applied in the teaching of Aqidah Akhlak at SMP PUI Ci Curug. Through this method, teachers directly deliver material to students, providing detailed explanations and emphasizing key points related to the fundamental concepts of Aqidah and Akhlak. The aspects of implementing the lecture method include:

A. Delivering Material Directly and Structurally

In the lecture method, teachers prepare the material systematically and sequentially (Pradana, 2021). The presentation usually begins with background information, followed by an explanation of the core teachings of Aqidah or Akhlak as the focus of learning, and concludes with

the elaboration of its application in daily life. With a clear structure, students can easily follow the material and understand the logical sequence presented by the teacher.

- B. Maximizing Students' Understanding
This method allows teachers to deliver material in-depth and provide real-life examples relevant to the students' lives (Wahid, 2023). Lectures also enable teachers to emphasize the essential aspects of Aqidah Akhlak teachings, such as values of honesty, patience, and responsibility. By emphasizing these aspects, students are expected to gain a stronger understanding of these fundamental concepts.
- C. Evaluation Function through Q&A Sessions
After the lecture, teachers initiate a question-and-answer session, allowing students to inquire about anything they do not understand. This session is crucial as an initial evaluation of students' comprehension of the recently delivered material. Teachers can gauge how well students grasp the concepts taught and identify parts of the material that may require further clarification. This ensures no misunderstandings or knowledge gaps among the students.
- D. Helping Students Develop Listening and Critical Thinking Skills
During lectures, students learn to focus and actively listen, which aids in developing active listening skills. Students are also encouraged to think critically, particularly during the Q&A session. As teachers deliver the material, students are expected to note key points and contemplate potential questions, thus deepening their comprehension.
- E. Limitations of the Lecture Method and How to Overcome Them
One drawback of the lecture method is the potential for monotony, especially for students unaccustomed to one-way teaching. To address this, teachers at SMP PUI Ci Curug incorporate variations, such as embedding relevant stories into the material being discussed. Additionally, teachers frequently provide practical examples of the material in real-life situations, helping students connect the concepts of Aqidah and Akhlak with daily life.

[2] Storytelling as a Teaching Approach

The storytelling method is employed to provide concrete examples and connect moral values with exemplary tales (Yusuf Al Aziz et al., 2024). Teachers integrate stories relevant to the material being presented and often link them to the history of the school's founders, fostering a strong emotional connection between students and the values taught. Stories about the school founders not only convey religious values but also instill nationalism and a spirit of devotion to religion and the nation. Key points related to storytelling in teaching include:

- A. Stories as a Medium to Convey Moral Values
Through stories, teachers can present tangible examples of moral values such as honesty, responsibility, patience, and compassion. Stories, particularly those derived from the Qur'an, Hadith, or the tales of the Prophet's companions, provide easily understood and engaging examples for students. As a result, the concept of noble character is not just theoretical but is also illustrated through behaviors that can be emulated.
- B. Connecting with the School Founders' History
A unique approach adopted by teachers at SMP PUI Ci Curug is linking the stories with the history of the school founders. Stories about the founders not only become part of Aqidah Akhlak teaching but also help students feel emotionally closer to the values upheld by the school. For instance, stories of the founders' struggles and dedication in establishing this educational institution teach students about exemplary leadership, devotion, and values rooted in religion.
- C. Instilling Nationalism and a Spirit of Devotion
Stories involving the founders' history not only impart religious values but also foster nationalism and love for the homeland. By narrating the founders' dedication to society and religion, students learn the importance of contributing to the nation and society. This approach also reinforces the idea that noble character benefits not just individuals but society at large.
- D. Developing a Strong Emotional Connection
Stories have the power to touch students' emotions and imagination, making moral values easier to digest and remember. When students hear touching stories about honesty, bravery, or the sincerity of the characters, they are more likely to be inspired and want to emulate them in their daily lives. This emotional approach helps students not only understand but also feel the importance of noble character in their lives.
- E. Increasing Interest in Learning and Breaking Monotony
Using stories as a break in learning can increase students' interest and help alleviate monotony, especially during long learning sessions. When teachers deliver stories enthusiastically and describe them in an engaging way, students tend to focus better and feel more motivated to follow the lesson. This also creates a more interactive classroom environment, where students often ask questions or express their views on the stories shared.
- F. Stories as a Tool for Character Building
Through the stories shared, students not only learn to understand good moral values but also learn to incorporate them into their own character. Teachers can assign tasks or reflection activities where students are encouraged to write or retell the stories they've heard and discuss how these stories can be applied in their daily lives. This

process helps students internalize the values taught and positively shape their character.

[3] Student Responses to Story-Based Learning Methods

In practice, students' responses to the story-based method vary. Adolescents, like junior high school students, who are in the puberty phase, may show fluctuating interest and enthusiasm toward stories. Some students demonstrate high enthusiasm, while others may feel bored or less interested. Teachers address this challenge by giving extra attention to each student to keep them motivated and by trying to introduce variation in the lessons (Siberman, 2018).

A. Student Enthusiasm in Listening to Stories

Some students show great interest and enthusiasm for the story-based method. Students who are interested are usually actively engaged in listening to the stories shared by the teacher, especially if the stories involve famous figures in Islam, the tales of the prophets, or other inspirational events. They feel that these stories not only provide knowledge but also serve as an inspiration that can be applied in their daily lives. These students tend to easily grasp the values taught and are motivated to apply noble character in their lives.

B. Responses from Students Who Are Less Interested or Experiencing Boredom

On the other hand, some students feel bored or less interested in the story-based method, particularly if the stories are not varied or if the sessions are too long. Some students may feel that the stories do not provide "action" or direct involvement, unlike interactive learning methods. This is understandable, as junior high school students are going through puberty, a phase where their interests change rapidly, and they may struggle to maintain focus for extended periods (Kristiyani, 2020).

C. Challenges of Puberty and Changing Interests

Junior high school students are generally undergoing significant emotional and cognitive development. They tend to be easily influenced by their environment and experience rapid changes in their interests. This means that while the storytelling method may be engaging at first, some students may lose interest if there is no variation or if they feel the stories are not relevant to their own situations. Puberty also impacts their mindset, making them more eager to explore and engage actively rather than just listen to stories.

D. Teacher Strategies to Maintain Student Motivation and Interest

To address the varying responses from students, teachers at SMP PUI Ci Curug apply several strategies, including:

- Providing Extra Attention to Each Student
Teachers pay attention to each student individually to ensure they remain motivated in

the lessons (Hanaris, 2023). Teachers who understand students' characteristics are able to provide extra encouragement and guidance to students showing signs of boredom or disinterest, helping them stay focused.

- Introducing Variations in Learning
Teachers use variations in storytelling, such as connecting the stories to students' everyday lives, using simple language, and incorporating humor or intriguing questions. Additionally, teachers may include visuals such as images or short videos to make the learning environment more interactive and engaging.

- Involving Students in Storytelling
Teachers often ask students to retell the stories in their own way. By doing this, students feel more involved and have the freedom to express their understanding of the story. It also makes students feel that their opinions and understanding are valued, which encourages them to be more active and enthusiastic in learning.

E. Emotional Impact and Understanding Development Through Stories

Despite the challenges, the story-based method can create a profound emotional impact on most students. When teachers share stories with strong moral messages or inspirational tales, students who listen tend to have an "emotional experience" that moves them and motivates them to follow the values presented. Teachers use these moments to facilitate discussions about the moral lessons, allowing students to reflect on themselves and see how the stories are relevant to their own lives.

F. Development of Critical and Reflective Attitudes

In addition to sparking students' interest, storytelling also encourages the development of critical and reflective attitudes. When students are given the opportunity to ask questions or express their opinions about the stories they hear, they learn to think critically about the moral values presented in the stories. In this way, storytelling not only serves as a means to build understanding but also helps students develop a reflective attitude in evaluating their own behavior.

[4] Implementation of "Merdeka Belajar" in Aqidah Akhlak Learning

Learning at SMP PUI Ci Curug also adopts the principles of "Merdeka Belajar," where learning is not entirely bound by a rigid curriculum. Teachers use inspirational stories as a supplement to make the learning process more dynamic and provide a unique "color" (Setyawan et al., 2019). Stories related to the school's history and prominent Islamic figures help students understand moral and ethical values in a way that feels closer and more relevant to their own lives.

A. Flexibility in Curriculum Use

The Merdeka Belajar principle frees teachers from rigid curriculum constraints, allowing them to independently arrange materials and teaching methods according to the needs and characteristics of students (Marzuki, 2023). At SMP PUI Ci Curug, the Akidah Akhlak teachers adopt a more flexible approach, where learning is not solely dependent on books or written materials. Teachers have the freedom to add relevant supplementary materials, such as inspirational stories from Islamic history or tales of exemplary figures, so that students can understand moral values in a broader context.

B. Using Stories as Breaks and Sources of Inspiration

In this more dynamic learning environment, teachers often insert inspirational stories as breaks during material delivery. These stories not only add “color” to the learning but also provide a deeper understanding of the expected moral values. For example, when discussing honesty, the teacher might share stories about the honesty of the Prophet Muhammad or his companions. These stories offer real-life examples of how moral values can be applied in daily life.

C. Incorporating School History to Reinforce Moral Values

A unique aspect of Merdeka Belajar implementation at SMP PUI Ci Curug is the use of stories about the school’s history and the struggle of its founders as part of the Akidah Akhlak curriculum. Stories about the school’s passionate and self-sacrificing founders help students not only understand Islamic values but also instill a sense of nationalism, devotion, and love for their country. By linking moral values with the local history of their school, students feel a stronger emotional connection to the values being taught (Irmayanti et al., 2024).

D. Increasing Relevance and Proximity of Material to Students' Lives

The implementation of Merdeka Belajar allows teachers to develop Akidah Akhlak materials in a way that is relevant and close to students’ everyday experiences. For example, when discussing patience and responsibility, teachers can relate the material to situations commonly experienced by middle school students, such as challenges of studying during adolescence or the importance of respecting parents. This approach makes moral values feel more relevant and easier for students to grasp, as they can see how these values play a role in their daily lives.

E. Developing Interactive and Participatory Learning

In Akidah Akhlak classes that adopt Merdeka Belajar, teachers also encourage students to be more active in participating and expressing their opinions. Students are given space to ask questions, share experiences, or even add their own stories that relate to the material being taught. As a result, students are not only passive listeners but also

actively engaged in the learning process, making them feel more responsible for their education.

F. Creating a Fun and Non-Monotonous Learning Atmosphere

The Merdeka Belajar principle gives teachers the opportunity to create a fun learning environment, far removed from monotony. By incorporating stories and other varied approaches, teachers at SMP PUI Ci Curug successfully maintain students’ interest and motivation in learning Akidah Akhlak. Learning that doesn’t solely focus on lectures helps prevent students from feeling bored and makes the learning process more dynamic and interactive (Nuzula, 2024).

G. Holistic Character Development through Akidah Akhlak

With the flexibility offered by Merdeka Belajar, teachers can focus more on the holistic development of students’ character. Akidah Akhlak learning is not just about delivering material but also emphasizing real-life application in students’ lives. For example, the values taught encourage students to be honest, disciplined, and responsible, which are essential qualities for them as learners and members of society. Through experience-based teaching and storytelling, students are expected to internalize these values more easily.

[5] Character Education and Discipline

One of the ways to implement noble character through storytelling is by teaching discipline in worship, attitude, and daily activities. To support this character-building process, the school even involves members of the TNI (Indonesian National Army) and POLRI (Indonesian Police) in LDKS (Leadership Training for Students), where students listen to stories directly from the experts in an outdoor setting. This adds enthusiasm to the students and provides them with a learning experience different from the typical classroom setting.

A. Discipline in Worship as a Form of Religious Character Building

Discipline in worship is a primary focus in building students’ character (Setiadi & Indrawadi, 2020). At SMP PUI Ci Curug, students are taught to perform religious duties on time and consistently, both inside and outside of school. This habituation of worship, such as congregational prayers and reading the Qur’an, becomes part of the effort to develop a strong religious character. By telling stories of Islamic figures known for their discipline in worship, teachers provide real-life examples for students to not only understand the importance of worship but also appreciate the values behind that discipline.

B. Applying Discipline in Daily Attitudes

Apart from worship, discipline is also applied to students’ daily attitudes and behavior. Values such as respecting teachers, honesty, and responsibility are part of the character education taught through

stories and role models. For instance, teachers share stories about figures who exhibit responsibility and integrity, so students can see that discipline is not just a rule but a form of practicing moral values that contribute to creating a harmonious and respectful environment.

C. LDKS Activities in Collaboration with TNI and POLRI for Discipline and Tough Character Development

One innovation in the character and discipline education at SMP PUI Ci Curug is through the Latihan Dasar Kepemimpinan Siswa (LDKS) program, which involves Brimob (Police Mobile Brigade) members. In this program, students not only learn in the classroom but also undergo intensive discipline training outdoors. Brimob members are invited to deliver material and share stories about the importance of discipline and service in life. Through this experience, students gain a broader perspective on how discipline is applied in real-life contexts, including leadership and social responsibility.

D. Outdoor Environment Supporting Interactive and Memorable Learning

The LDKS activities conducted outdoors provide a different learning experience from classroom-based lessons. The outdoor environment creates a more relaxed yet focused atmosphere, where students feel freer to express themselves while still following instructions. In this environment, students learn to cooperate, follow directions, and demonstrate discipline. Interacting with TNI and POLRI members outdoors adds energy to the experience, making learning feel more alive and giving students a chance to experience the importance of discipline in a fun and different setting.

E. The Impact of Experts' Stories in Boosting Students' Learning Spirit

Listening to stories directly from experts, such as Brimob members, has a profound emotional and inspirational impact on students. Stories from experienced and competent individuals in discipline and responsibility provide students with a more concrete view of the importance of having a strong character. This experience also fosters admiration and inspiration among students, motivating them to apply the same discipline in their daily lives.

F. Building Leadership and Resilience

Discipline education applied through activities like LDKS not only forms disciplined character but also sharpens students' leadership skills and resilience. In this training, students are taught how to be firm, responsible, and lead effectively, both for themselves and within a group. Developing leadership skills is important so that students can grow into independent individuals prepared to face challenges with a positive attitude and strong discipline.

G. Providing Fun and Motivating Learning Experiences

Activities like LDKS and expert storytelling are not only focused on building discipline but are also designed to create enjoyable learning experiences for students. This interactive and motivating learning atmosphere helps students better understand the character values taught, so they not only learn about discipline but also experience the positive impact of that discipline in their daily lives.

H. Recognition and Motivation

The school provides awards to students who excel as a form of appreciation. However, teachers also emphasize the importance of self-awareness in students to achieve goodness not solely for recognition but as their responsibility and obligation. This appreciation is expected to increase students' motivation to learn and perform well.

1) Awards as a Form of Appreciation for Student Achievements

Awards are given to students who demonstrate achievements, both in academic and non-academic fields. These awards may vary, such as certificates, small prizes, or recognition in front of the class or school. Such awards are expected to make students feel appreciated for their hard work. In the context of Akidah Akhlak learning, awards are often given to students who successfully implement noble moral values in their everyday lives, such as discipline, respect, and responsibility.

2) Awards as a Source of External Motivation

Awards can serve as a source of external motivation, encouraging students to achieve positive goals. Through awards, students feel that their efforts in learning and behaving well are recognized by teachers and the school. This recognition motivates them to continue improving, enhance their achievements, and maintain positive attitudes. External recognition is especially effective for middle school students, who are still building self-confidence and require encouragement from their surroundings (Ayu & Muhid, 2022).

3) Encouraging Intrinsic Awareness of Moral Values and Responsibility

In addition to awarding prizes, teachers at SMP PUI Ci Curug also stress the importance of self-awareness in students to achieve success not just for the sake of awards but as a personal responsibility. Teachers teach that good behavior and achievements are part of their obligations as individuals who uphold noble morals, which will benefit them in the long run. By instilling this awareness, teachers aim for students to develop intrinsic motivation or an internal drive to do their best, not just because of potential rewards.

4) Recognition as a Tool for Instilling Noble Moral Values

Through awards, teachers emphasize not only achievement but also the process and attitudes demonstrated by students. For example, a student who shows honesty, discipline, and responsibility is given equal recognition to a student who excels academically. This approach broadens students' understanding that moral values like honesty and discipline are also worth recognizing, perhaps even more than academic achievement. This way, students learn to appreciate noble character values in their lives.

5) Building Long-Term and Sustainable Motivation

Providing targeted rewards and emphasizing the importance of intrinsic motivation helps students build long-term motivation. By offering consistent and balanced rewards, teachers encourage students to always strive to do their best in every activity without relying constantly on external rewards. This approach is expected to create a culture of independent learning and responsibility among students, which they will carry into the next stages of their education.

6) Developing a Positive and Inspirational Learning Environment

The school strives to create a positive learning environment where every student feels supported and valued. When students achieve success or demonstrate good behavior, the rewards they receive inspire other students to do the same. Rewards are not only a form of recognition but also serve as a positive example for other students to be motivated to show good behavior and attitudes. With this supportive atmosphere, all students are encouraged to improve themselves, regardless of their level of achievement or ability.

7) Non-Material Rewards to Teach Sincerity

The school also provides rewards in the form of praise and sincere recognition from teachers, which often leaves a more lasting impact on students than material rewards. Through non-material rewards, students learn that their goodness and achievements are appreciated genuinely, without ulterior motives. This helps students understand that not all rewards are material, and that sincerity in being good and achieving is important. This approach is expected to cultivate a sense of sincerity in students, where they behave well or achieve success because they want to become better individuals, not just to earn rewards.

I. Challenges in Teaching Akidah Akhlak in the Digital Era

A major challenge in teaching akidah akhlak today is the influence of technology and the easy access to information via gadgets. Students tend to quickly imitate what they see or read without properly filtering it. This challenge requires special attention, where teachers must guide students to be wiser in dealing with external information that might affect their character and behavior (Uno & Nina Lamatenggo, 2022).

1) The Influence of Content Inconsistent with Akidah and Akhlak Values

With widespread internet access, students can easily find various information and content from around the world. However, not all of the content they encounter aligns with the values of akidah and akhlak in Islam. For instance, they may be exposed to content that promotes lifestyles that contradict moral values or attitudes that lack respect for others. As character development during adolescence is still very unstable, students are easily influenced and may even imitate behaviors or lifestyles they see without considering the long-term impacts (Jumala, 2021).

2) Tendency to Imitate Without Proper Filtering

Adolescence is a stage where students tend to seek their identity, and they often try things they find interesting or trendy. As a result, they are more likely to imitate what they see on social media or online content, even without filtering whether it aligns with akhlak values. For example, they might imitate rude behavior or language they see on social media. In such situations, the role of teachers becomes very important in providing intensive guidance so that students can filter the information and behaviors they encounter and only adopt positive ones.

3) Ease of Access to Unverified Information

Online information sources are highly diverse, and not all of them can be trusted. Many pieces of information are incorrect or biased, even contradicting religious values. On one hand, this ease of access provides opportunities for learning, but on the other hand, there is much unverified information that can confuse students about the correct values of akidah and akhlak (Kurniawan, 2024). Students who lack critical thinking skills are more likely to believe the information they come across without verifying its accuracy. This can influence their views on akidah and akhlak in Islam, making it essential for teachers to provide guidance and teach students how to think critically about information.

4) The Impact of Social Media on Character and Behavior Development

Social media plays a significant role in students' lives today, and it greatly affects how

they form their character and behavior. Social media often showcases glamorous lifestyles, popularity competition, and unrealistic standards. Many students are trapped in the pressure to follow these standards, which sometimes triggers behavior inconsistent with Islamic akhlak, such as boasting, envy, or rudeness. This challenge requires serious attention from teachers to ensure that students not only understand the importance of akhlak values but also know how to apply them in dealing with the digital world.

5) Declining Concentration and Interest in Akidah Akhlak Learning

In the digital era, students are accustomed to quick and interactive access to information. Meanwhile, learning akidah akhlak often requires contemplation and deep understanding. This gap makes many students feel that akidah akhlak material is less interesting compared to entertainment or instant information they encounter in digital media. Teachers face the challenge of making akidah akhlak lessons engaging and relevant to students. This requires creative teaching methods, such as the use of visual media, storytelling, and interactive discussions to bridge the gap.

6) Lack of Ability to Filter Content by Students

Due to a lack of experience and guidance, students often struggle to filter the content they consume. They may not realize that some content carries influences that undermine akhlak values, such as content promoting violence or unethical behavior. Teachers need to provide special guidance to help students develop digital literacy skills, which are the ability to filter and evaluate the content they come across (Solatin, 2022). Digital literacy is crucial for students to become wise internet users, capable of choosing content that aligns with the akhlak values they learn.

7) The Crucial Role of Teachers in Guiding Students in the Digital Era

To tackle these challenges, the role of teachers is essential. Teachers must continually assist students in understanding the impact of the information they consume. Through discussions, real-life examples, and intensive guidance, teachers can help students stay grounded in the correct akhlak values. Teachers are also expected to provide guidance on how to use technology wisely and productively, so students can learn how to use gadgets and the internet for beneficial purposes, such as studying, finding useful information, and developing their potential.

8) Integrating Technology with Akidah Akhlak Learning

To address these challenges, teachers can integrate technology into akidah akhlak lessons. For example, by providing digital learning resources on akidah akhlak in engaging formats, such as videos, online articles, or interactive learning apps that align with Islamic values. In this way, students can see that technology can also be a tool that supports the learning of akhlak, not just an entertainment device (Fauziyah et al., 2023).

IV. CONCLUSION

The teaching of Aqidah and Akhlak at SMP PUI Ci Curug employs various methods to shape students' noble character, with a focus on lectures and storytelling approaches. Through lectures, teachers provide a structured foundation of Aqidah and assess students' understanding. The storytelling approach is used to offer concrete examples, particularly by linking lesson materials to stories of the school's founder and prominent Islamic figures, thereby enhancing students' emotional connection to Akhlak values.

Student responses to the storytelling method are varied, yet teachers maintain a focus on sustaining student motivation by employing diverse teaching strategies. The implementation of the "Freedom to Learn" principle allows teachers flexibility to present inspiring stories, making learning more engaging and relevant. To instill character and discipline, the school introduces inspirational figures, such as members of Brimob, during leadership training activities (LDKS). Additionally, the school recognizes outstanding students while emphasizing the importance of self-awareness in striving for goodness as a form of responsibility.

However, the greatest challenge in this learning process lies in the influence of the digital era, which provides quick access to information that may not align with Akhlak values. This requires guidance from teachers to help students discern information wisely and remain steadfast in the values they are taught.

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