

Implementation of Moral Aqidah Learning in Increasing Students' Social Intelligence at Madrasah Aliyah

Astaria Surani^{1✉}, Taqwatul Uliyah², Tamyis³

^{1,2,3} Universitas Islam An Nur Lampung, Lampung, Indonesia

✉ email: astariaaster16@gmail.com

Received:

November 25,
2024

Revised:

December 1,
2024

Accepted:

December 9,
2024

Published:

December 14,
2024

ABSTRACT

Social intelligence is the ability to observe and understand the intentions, motivations and feelings of other people. Sensitive to other people's facial expressions, voices and body movements and able to respond effectively in communication. This research aims to examine the Implementation of Moral Aqidah Learning in Increasing Students' Social Intelligence in Ma Hidayatul Mubtadiin Sidoharjo Jati Agung, South Lampung Regency in 2024. The type of approach used in this research is descriptive. Descriptive research is research that attempts to describe solutions to current problems based on data. The data collection techniques are: observation, interviews, and documentation. The data analysis techniques are: data reduction, data presentation (data presentation), and drawing conclusions/verification. Checking the validity of the data is: source triangulation, technical triangulation, and time triangulation. The research results show that by carrying out careful planning, effective implementation, and continuous evaluation, efforts are made to increase students' social intelligence. Learning moral beliefs at MA Hidayatul Mubtadiin in shaping students' character and personality, namely being able to create good relationships, be firm, and think before speaking or acting. To improve students' social intelligence, active involvement from various parties is needed, namely teacher support, madrasa regulations and support. from parents. Supporting factors are the presence of teaching staff, madrasa regulations, collaboration with parents and infrastructure. Meanwhile, the inhibiting factors are students who are less active and lack of time allocation.

Keywords: *Learning Implementation; Moral beliefs; Social Intelligence; Student*

INTRODUCTION

In modern era with the very rapid development of information and technology has had an influence on the culture, traditions and character of world society. Many students do not have good character, one of which is students in the school environment. School is a very influential place for students, because students spend more time at school or madrasah than in other places. School is a place where students learn to gain knowledge, which will be implemented in everyday life. To implement the theories that have been studied, students must participate in learning activities well and teachers must convey them well so that students can understand and apply them in everyday life.

The implementation of education cannot be separated from the learning process. The word "learning" comes from the word "teach" which means instructions given to people so that they know or obey, while learning means the process, method, action, making people or living creatures learn (Mustofa & Thobroni, 2017). Learning is a system, which consists of various components that are interconnected with each other. These components include: objectives, materials, methods, and evaluation (Arif & Syafi'i, 2024). The teacher must pay attention to these components so that the methods used in learning are appropriate and easy for students to understand. So that students can apply the lessons learned from these learning people. Learning is a process of gaining knowledge, improving skills, improving behavior, attitudes and strengthening personality. Students are expected to master knowledge from not knowing to knowing, from not being able to being able, so that changes occur in students, especially in three aspects, namely cognitive, affective and psychomotor (Sardiman, 2019).

Learning can simply be said to be an effort that influences the emotions, intellectual and spirituality of students so that they have the desire to learn of their own accord. With learning, there will be a process of developing moral religion, activity and creativity from students through interactions and experiences in learning (Tibahary & Muliana, 2018). Learning activities will be designed to provide students with a comprehensive learning experience that involves physical and mental processes through interaction in order to achieve learning objectives. So education will not be implemented if it is not implemented through learning (Ismail, 2020).

In Islamic religion-based education there is learning of Aqidah Akhlak. Creed or faith is verbal confession and confirmation with the heart that everything brought by the Messenger of Allah is true and right. Learning Aqidah Akhlak is one of the curricula taught at the middle and equivalent levels of education which has a big influence on the behavior of students, both at school and outside school (Wildan, 2023). In order for someone to have strong beliefs and noble morals, one way is to study the Moral Creed.

Aqidah Akhlak is one of the subjects of Islamic religious education, this learning is taught in madrasas such as MA, MTs and Islamic boarding schools. The material studied in the study of Aqidah Akhlak is about the basics of faith in Allah SWT and also other values of monotheism. Sellin also explained the morals and values contained in it. One of the aims of studying Aqidah Akhlak is to combine the concept and implementation of *hablum minallah* and *hablum minannas* with balance and *belnar* (Rofiah, 2016). Learning Aqidah Akhlak is a subject that aims to ensure that students have the correct knowledge, appreciation and belief about the things that must be believed by those who embrace Islam, so that in living their daily lives they listen and act in accordance with what they believe. which became their guide, namely the Al-Qur'an and Hadith (Zulfah, 2021). By learning the Aqidah of Morals, it is hoped that it can provide knowledge, learning and guidance to students so that they are able to appreciate humans as well as practice Islamic teachings regarding morals, whether it is in relation to God, between humans and humans and their environment.

Learning Moral Creeds is very important, to instill the basics of creeds and sharia so that bad behavior can be changed for the better. The importance of learning the Aqidah Akhlak from an early age, especially in high school and equivalent environments, is to provide a foundation for students to become familiar with the moral akhlakul karimah lessons obtained in the Aqidah Akhlak subject (Izzah et al., 2023). However, the process of learning Aqidah Akhlak will be successful if students have the motivation to learn, so that it can encourage students' enthusiasm for learning. Thus, learning motivation for students has a very important role in supporting enthusiasm for learning so that the students' desired goals will be achieved in accordance with educational goals.

A student's level of intelligence will differ in participating in learning, it could be that in a certain area the student will excel and in other areas the rest will be somewhat weaker. This intelligence is also one of the factors that determines the success or failure of learning carried out by students in school. Thorndike, a psychologist in the United States, defines social intelligence as the ability to understand and regulate men and women, boys and girls to act wisely in relationships. (Gardner, 2020).

Social intelligence is one part of Social Intelligence. Social intelligence is the ability to observe and understand the intentions, motivations and feelings of other people. Sensitive to facial expressions, voices and body movements of other people and he is able to respond effectively in communication. This intelligence is also able to enter into other people, understand other people's world, understand other people's views and attitudes and generally be able to lead (Qur'ani, 2023). Social intelligence can be developed through learning Moral Creeds. Because basically, the implementation of Aqidah Morals learning can be said to be a place or container for developing and developing students' intelligence in development, attitudes, knowledge and habits, so that they can differentiate between good and bad in acting, behaving or speaking (Inayati et al., 2023). Therefore, with Aqidah Moral education, it is hoped that students will be able to develop open behavioral patterns through training in intelligence, reasoning, feelings, psychology and senses.

In general, students who display a low level of social intelligence are due to no or little effort being made to develop this intelligence from an early age. Students who find it difficult to socialize in their early years tend to stay until adulthood. If there is no optimal treatment, then these difficulties in socializing will have a big impact on students, so that it will hinder students from achieving success in the future. This is because in any situation students will be required to relate to other people, build cooperation and be able to maintain these relationships well. As adults, they still need these social skills to support their careers where they work.

Related to this problem, one way to grow students' social intelligence is to use the group discussion method. Because if implemented effectively, discussion can contribute a lot to students' social development. Through discussion students can learn important social skills such as: listening attentively, waiting their turn, expressing ideas clearly, developing other people's ideas and reading nonverbal clues (Sukatin et al., 2022).

METHOD

This type of research approach is descriptive. Descriptive research is research that attempts to describe solutions to current problems based on data. Data collection techniques are: observation, interviews, and documentation. Data analysis techniques are: data reduction (data reduction), data presentation (data presentation), and drawing conclusions/verification. Checking the validity of the data is: source triangulation, technical triangulation, and time triangulation.

FINDINGS AND DISCUSSION

Based on research or implementation of Aqidah Akhlak learning at Madrasah Aliyah, several results were found that showed a positive impact on students' social intelligence. Some of the main findings can be explained as follows:

Increased Social Awareness

Increasing social awareness is one of the main impacts of implementing Aqidah Akhlak learning at Madrasah Aliyah. Social awareness refers to understanding and paying attention to the social conditions around one, as well as the ability to empathize and contribute to the common good. In the educational context, especially through the Aqidah Akhlak subject, increasing students' social awareness can be seen in various aspects. Factors that Encourage Increased Social Awareness (Marzuki, 2017):

1. Introduction to Fundamental Religious Values. One of the core aspects of Aqidah Akhlak learning is teaching about religious values which encourages students to respect and care for others. Values such as compassion, mutual assistance and justice taught in the Aqidah Akhlak material help students to be more sensitive to the social conditions around them. For example, Islamic teachings emphasize the importance of sharing with others, helping people in need, and maintaining social welfare. This encourages students to care more about other people and their environment
2. Increased Empathy Through Exemplary Stories. Learning about Aqidah Akhlak often involves exemplary stories from the lives of the Prophet Muhammad and his friends, who show a high level of empathy and social concern. These stories help students understand the importance of caring for others, both in happiness and in adversity. For example, in the story about how Rasulullah SAW always paid attention to the poor, orphans and those in need. Stories like this instill the value of empathy which is very important in social interactions.
3. Learning Methods that Prioritize Discussion and Reflection. In learning Aqidah Akhlak, the methods used often involve group discussions and reflection. Through this discussion, students are invited to talk about social problems around them and how they should respond to them in accordance with the moral values they have learned. This activity allows students to exchange views and expand their understanding of social issues, as well as how their attitudes can make a difference.
4. Habits in Daily Life. Social awareness can also be increased by integrating moral values into students' daily lives, both inside and outside the classroom. This

learning teaches students to instill religious values, such as respecting differences, being kind to others, and protecting the environment. Students who are taught to always be honest, not bully, and share with their friends will be more sensitive to the social conditions around them.

The Impact of Increasing Social Awareness on Students (Goleman, 2024)

1. **Higher Tolerance.** With increased social awareness, students will have a more tolerant attitude towards differences. They will more easily accept differences in ethnicity, religion and social background in their lives. Aqidah Akhlak learning emphasizes the importance of maintaining unity and integrity, as well as respecting the rights of other people as part of religious teachings.
2. **Involvement in Social Activities.** Students who have high social awareness tend to be more active in social activities, both in the school environment and in the community. They take more initiative to get involved in charity activities, raise funds for those in need, or help the local environment that needs attention.
3. **Change in Mindset.** Increasing social awareness through Aqidah Akhlak learning can also change students' thinking patterns, from being more individualistic to more collectivistic. They become more concerned about the common good and understand the importance of their contribution to the good of society.
4. **Reducing Social Conflict.** With a deeper understanding of moral values and good social attitudes, students tend to reduce the potential for social conflict between them. Learning about patience, self-control, and mutual respect helps them resolve differences of opinion or problems in a peaceful and tactful manner.

Increasing social awareness through Aqidah Akhlak learning at Madrasah Aliyah plays a major role in forming students who are not only academically intelligent, but also sensitive and caring about their social environment. This learning instills positive values that encourage students to interact well, care for others, and contribute actively in building a harmonious and loving society.

Changes in Student Behavior

Changes in student behavior are one of the significant impacts of implementing Aqidah Akhlak learning at Madrasah Aliyah. Aqidah Akhlak learning does not only emphasize aspects of knowledge about religion and morals, but also aims to shape students' character through changes in behavior for the better. These changes include changes in their attitudes, habits and daily social interactions. Changes in student behavior that occur through Aqidah Akhlak learning show a positive impact in various aspects of their social life (Dedi Wahyudi & Nuryah, n.d.). This learning not only increases understanding of religion and morals, but also forms better attitudes and behavior, more caring towards others, and more capable of interacting well in society. This change not only benefits the students themselves, but also brings benefits to the surrounding environment, both at school and in their daily lives.

Increased Empathy

Students who take part in Aqidah Akhlak learning are better able to feel and understand the feelings of other people. This is related to cultivating the values of compassion, understanding towards others, and a caring attitude towards the surrounding environment. Application of Moral Values in Daily Life: Application of moral values in daily life is one of the main objectives of learning Aqidah Akhlak at Madrasah Aliyah. The moral values taught are not only theoretical, but must also be applied in concrete actions that can be seen in students' daily behavior. In this context, the application of moral values includes good attitudes and behavior in interacting with other people, both in the family, school environment and the wider community. Some Moral Values Taught and Their Application in Daily Life (Dr. Rumadani Sagala, 2024):

1. Honesty (Al-Sidq). Honesty is a moral value that is highly emphasized in Islam. In learning Aqidah Akhlak, students are taught to always speak and act honestly, both inside and outside the school environment. Students are taught to tell the truth in tests or exams, even if they feel pressured. In daily interactions, students are more open and do not lie, whether to friends, teachers or parents. They avoid using offensive words and try to convey information correctly.
2. Patience (Al-Sabr). Patience is an important value in facing various trials in life. Students are trained to be patient in facing the challenges or difficulties they experience, both in terms of academics and social interactions. When facing difficult assignments or exams, students learn not to give up easily, stay focused, and try seriously. In social relationships, students who apply patience are better able to overcome conflicts or differences of opinion without getting angry quickly or feeling dependent. They can restrain themselves and control their emotions when facing situations that trigger anger or disappointment.
3. Responsibility (Al-Mas'uliyah). Responsibility is a value that teaches students to be responsible for their actions and decisions, both in the school environment and in everyday life. Students who apply the value of responsibility will be more disciplined in completing homework and school assignments on time. They also learn not to blame others for the mistakes they make and are ready to accept the consequences of their actions. In social life, they take on their responsibilities towards family and society, such as helping with housework or participating in social activities.
4. Humble (Al-Tawadu'). A humble attitude teaches students not to be arrogant, not to feel better than others, and to always respect others. Humble students will value the opinions and contributions of their friends more, and will not give input to other people who have different backgrounds or knowledge. They do not show an arrogant attitude even though they have higher abilities or achievements than other people. In social interactions, they will speak politely and do not consider themselves more important than other people.
5. Tolerance (Al-Tasamuh). Tolerance is the attitude of accepting differences and not imposing personal views on other people. In learning Aqidah Akhlak, students are

taught to understand and respect ethnic, religious, racial and cultural differences. Students learn to respect friends who have different religious or cultural backgrounds, and not to discriminate or discriminate against them. They find it easier to collaborate with other people, even if they have different views or habits. In social activities, students will try to maintain peace and not get involved in disturbances caused by differences.

6. Caring for Others (Al-Takaful). Learning Aqidah Akhlak also teaches students to care about others, both in the school, family and community environment. Students who adopt a caring attitude will be more sensitive to the difficulties experienced by their friends and try to help them, both in terms of material and emotional support. They are involved in social activities that benefit society, such as helping orphans, sharing with the poor, or keeping the environment clean. In the family, they more often help their parents with household work, and pay more attention to family members who need help.
7. Fair (Al-'Adl). Fairness is an attitude that teaches students to act in a balanced and non-discriminatory manner towards others. Students who apply the value of justice do not choose friends or side with only one party in a conflict, but try to see both sides and make wise and fair decisions. In group activities, they ensure that everyone gets an equal opportunity to speak and participate. They also avoid cheating behavior, both academically and socially.

The application of moral values in everyday life is an important aspect of learning Aqidah Akhlak. By applying values such as honesty, patience, responsibility, humility, tolerance, caring for others, and justice, students not only become better individuals in the context of religion, but also in their social interactions. This contributes to the creation of a society that is more harmonious, fair and caring for each other (Afrizal et al., 2023). Involvement in Social Activities: Involvement in social activities is an important aspect that can be seen as a positive impact of Aqidah Akhlak learning at Madrasah Aliyah. Moral education not only focuses on forming students' personal character but also teaches them to be an active part of society. Through this learning, students are expected to develop empathy and concern for the needs of others, as well as be involved in activities that are beneficial to society.

The Importance of Involvement in Social Activities

Involvement in social activities provides many benefits for both students and society as a whole. Social activities are a means of instilling the values of togetherness, social responsibility and solidarity between people. Learning Aqidah Akhlak teaches students that every individual has a responsibility to improve their social environment and care for other people.

Factors that Encourage Student Involvement in Social Activities (Muis & Santosa, 2022)

1. Moral Values Taught in Moral Aqidah Learning. Aqidah Akhlak learning teaches deep values such as compassion, care, honesty and responsibility towards others. These values are the basis for students to feel compelled to help others, especially

those in need. For example, the value of caring for others encourages students to be involved in activities that help people who are less fortunate or need special attention.

2. Exemplary behavior from teachers and the school environment. Teachers who are role models in social and moral attitudes can influence students to follow in their footsteps. If teachers are actively involved in social activities, students will feel motivated to do the same. In addition, a school environment that supports social activities, such as charity programs or community service activities, provides space for students to be directly involved.
3. Discussion and Reflection in Learning. Through discussion activities carried out in Aqidah Akhlak learning, students learn about social issues that exist in society. Discussions about social inequality, poverty, or the difficulties faced by some communities encourage students to empathize and plan concrete steps to help. In this discussion, they can also plan social activities that can be carried out together, such as fundraising, helping those in need, or community service.

Involvement in social activities is one of the positive impacts of learning Aqidah Akhlak at Madrasah Aliyah. This learning not only shapes students' character, but also encourages them to actively contribute to social good. Through this involvement, students learn to apply moral values in everyday life, such as empathy, responsibility and concern for others. Apart from that, social activities also help students develop social skills that are useful in their lives, while forming a more caring and harmonious society

Discussion

The implementation of Aqidah Akhlak learning in Madrasah Aliyah

The implementation of Aqidah Akhlak learning in Madrasah Aliyah Hidayatul Mubtadiin has been proven to have a significant influence on the development of students' intelligence. Social intelligence is the ability to understand and manage social interactions well, which is part of emotional and social competence in everyday life. The following are several factors that influence increasing social intelligence through this learning:

1. Delivery of Relevant Material: Learning Aqidah Morals which is delivered in a relevant and applicable way plays a major role in fostering students' social awareness. Learning that emphasizes exemplary stories from the lives of the Prophet Muhammad and his companions provides concrete examples of how good social interactions should be carried out.
2. Participatory Learning Methods: The methods used in learning Aqidah Akhlak often involve discussion groups, role plays, and questions and answers, which allow students to interact actively, share experiences, and gain further understanding regarding the importance of morals in social life.
3. Teacher's Role as a Role Model: Teachers have an important role in implementing this learning, not only as transmitters of material, but also as role models in everyday life. Teacher attitudes and behavior that reflect the moral values taught

- will be a good example for students, which are ultimately applied in their social interactions.
4. Supportive Environment: A conducive school environment also plays a role in supporting students' social intelligence. Madrasah Aliyah which prioritizes religious values and morals in every aspect of school life, both in academic and extracurricular activities, helps create a positive atmosphere for students' social development.
 5. Evaluation and Reflection: Learning Aqidah Akhlak is also followed by evaluation and reflection on the development of students' attitudes and behavior. This is done to assess the extent of students' understanding of the social values that have been studied and to identify areas that need improvement. Continuous evaluation allows for further development in students' social intelligence.
 6. Overall, the implementation of Aqidah Akhlak learning at Madrasah Aliyah does not only focus on aspects of strengthening religion and morals, but also plays a vital role in increasing students' social intelligence. Thus, this learning not only produces students who are good from a spiritual perspective, but also able to interact well in social life in society.

CONCLUSION

Based on the results of the study, it can be concluded that by implementing careful planning, effective implementation and continuous evaluation, efforts are made to increase students' social intelligence. Learning moral beliefs at MA Hidayatul Mubtadiin in shaping students' character and personality is being able to create good relationships, act decisively, and think before speaking or acting. To increase students' intelligence, active involvement from various parties is needed, namely support from teachers, madrasa regulations and support from parents. Supporting factors are the presence of educators, madrasa regulations, cooperation with parents and infrastructure. Meanwhile, the inhibiting factors are students who are less active and lack of time allocation.

REFERENCES

- Afrizal, H., Setyaningsih, R., & Apriyani, N. (2023). Penggunaan Metode Debat Aktif Dalam Mengembangkan Kecerdasan Emosional Siswa Kelas X Pada Mata Pelajaran Aqidah Akhlak Di Madrasah Aliyah Hidayatul Mubtadiin Desa Sidoharjo Kecamatan Jati Agung Kabupaten Lampung Selatantahun Ajaran 2021/2022. *TARBIYAH JURNAL: Jurnal Keguruan Dan Ilmu Pendidikan*, 1(02).
- Arif, M. M., & Syafi'i, I. (2024). Implementasi Pembelajaran Akidah Akhlak dalam Meningkatkan Kecerdasan Spiritual Peserta Didik Di MA Riyadlul Ulum Kabupaten Pasuruan. *Al-Makrifat: Jurnal Kajian Islam*, 9(1), 36–52.
- Dedi Wahyudi, M. P. I., & Nuryah, M. P. I. (n.d.). *Pengantar Akidah Akhlak dan Pembelajarannya*. Lintang Rasi Aksara Books. <https://books.google.co.id/books?id=iUI9DwAAQBAJ>

- Dr. Rumadani Sagala, M. A. (2024). *INTEGRASI NILAI-NILAI AKIDAH DAN AKHLAK DALAM ISLAM*. AE Publishing. <https://books.google.co.id/books?id=hCkREQAAQBAJ>
- Gardner, H. (2020). *A synthesizing mind: A memoir from the creator of multiple intelligences theory*. mit Press.
- Goleman, D. (2024). *Kecerdasan Emosional*. Gramedia Pustaka Utama. <https://books.google.co.id/books?id=JbQVEQAAQBAJ>
- Inayati, S., Salmiwati, S., Junaidi, J., & Januar, J. (2023). PENGARUH PEMBELAJARAN AKIDAH AKHLAK TERHADAP KECERDASAN SOSIAL SISWA KELAS XI DI MAN 1 KOTA BUKITTINGGI. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(8), 680–695.
- Ismail, M. I. (2020). *Teknologi pembelajaran sebagai media pembelajaran*. Cendekia Publisher.
- Izzah, A. A., Umami, I., & Pane, E. (2023). Implementasi Manajemen Pembelajaran Aqidah Akhlak Berbasis Intellectual, Emotional, Dan Spiritual Quotient Dalam Membentuk Karakter Siswa Pada Madrasah Aliyah Di Kabupaten Lampung Selatan. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(001).
- Marzuki. (2017). *Pendidikan Karakter Islam* (p. 127).
- Muis, A., & Santosa, A. B. (2022). Pengaruh Kecerdasan Emosional Siswa, Motivasi Belajar terhadap Keterlibatan Siswa di Sekolah Dimoderasi oleh Lingkungan Keluarga di SMA Islam Sultan Agung 1 Semarang. *Jurnal Pendidikan Tambusai*, 6(2), 16173–16189.
- Mustofa, A., & Thobroni, M. (2017). *Belajar dan pembelajaran Pengembangan*.
- Qur'ani, B. (2023). Belajar dan pembelajaran. Penerbit Tahta Media.
- Rofiah, N. H. (2016). Desain pengembangan pembelajaran akidah akhlak di perguruan tinggi. *Fenomena*, 8(1), 55–70.
- Sardiman, A. M. (2019). *Interaksi dan motivasi belajar mengajar*.
- Sukatin, S., Nuri, L., Naddir, M. Y., Sari, S. N. I., & Indriani, W. (2022). Teori belajar dan strategi pembelajaran. *Journal Of Social Research*, 1(8), 916–921.
- Tibahary, A. R., & Muliana, M. (2018). Model-model pembelajaran inovatif. *Scolae: Journal of Pedagogy*, 1(1), 54–64.
- Wildan, S. (2023). Implementasi Pembelajaran Akidah Akhlak dalam Membentuk Karakter Spiritual Di Madrasah Aliyah Nurul Ummah. *Risalah, Jurnal Pendidikan Dan Studi Islam*, 9(2), 782–791.
- Zulfah, M. A. (2021). *Aqidah Akhlak*. Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas KH. A. Wahab Hasbullah. <https://books.google.co.id/books?id=kC93EAAAQBAJ>