

Integration of Digital Technology in Akidah Akhlak Learning in the Modern Era

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Abstract

The use of digital technology in teaching Akidah Akhlak has become increasingly important in the modern era, particularly in responding to the learning characteristics and needs of the digital generation. This study aims to examine the use of digital technology in conveying Akidah Akhlak values to students and to identify its benefits and challenges in the learning process. Employing a descriptive qualitative approach, this study explores various forms of digital technology, including learning applications, e-learning platforms, interactive multimedia, and social media, that can be integrated into Akidah Akhlak learning. Data were collected through interviews, observations, documentation, and a review of relevant literature. The findings indicate that the integration of digital technology can enhance students' learning interest, participation, and understanding by enabling learning materials to be delivered in more interactive, contextual, and accessible ways. Digital technology also provides broader access to Islamic learning resources and supports the development of students' digital literacy. However, its implementation presents several challenges, including limited technological competence among teachers, unequal access to digital infrastructure, and the potential exposure of students to inappropriate digital content. Therefore, effective integration requires adequate teacher competence, appropriate supervision, and learning strategies that remain firmly grounded in Islamic values. The study concludes that digital technology, when implemented thoughtfully and responsibly, can serve as an effective means of improving the quality of Akidah Akhlak learning while strengthening students' faith, moral character, and responsible use of technology in accordance with Islamic teachings.

Keywords: Akidah Akhlak, Digital Technology, Islamic Education, Interactive Learning, Modern Era

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INTRODUCTION

Aqidah Akhlak learning plays an important role in shaping students' Islamic character, particularly in strengthening their faith and fostering noble morals, which constitute the core of Islamic education. However, in today's digital era, traditional teaching methods often face challenges in engaging students who are increasingly familiar with modern technology. Therefore, transforming the learning process through the integration of digital technology is essential to make Aqidah Akhlak learning more relevant, interactive, and responsive to the needs of the digital generation. Digital technology offers various advantages that can support Aqidah Akhlak learning, including increased interactivity, broader access to learning resources, and greater flexibility in delivering instructional materials. Digital media, such as learning applications, animated videos, and e-learning platforms, can make abstract concepts in Aqidah Akhlak more concrete and easier for students to understand. In addition, digital technology provides opportunities to foster Islamic digital literacy, enabling students to learn how to use technology wisely and responsibly in accordance with Islamic values.

Recent studies have shown that the integration of digital technology into Islamic education has a significant impact on improving the quality of learning. The use of e-learning and interactive media has been proven to enhance students' motivation, participation, and understanding in Aqidah Akhlak learning. (Susetiyo, 2024) Other studies have also revealed that digital technology can enhance student engagement and learning outcomes by presenting learning materials in more engaging and diverse ways, particularly through the use of multimedia and interactive digital platforms. (Abdullah et al., 2026) In addition, the integration of digital literacy into Aqidah Akhlak learning has become an essential competency in the Society 5.0 era, encompassing cognitive, technical, ethical, and spiritual dimensions. (Januaripin et al., 2025)

Furthermore, various studies have emphasized that the use of digital technologies, such as learning applications, gamification, and social media, can increase students' interest in learning and facilitate more contextualized and personalized learning experiences. (Ardian & Suharsono, 2025) Empirical studies have also demonstrated a positive relationship between the integration of digital technology and students' learning motivation, although its contribution is moderate and remains influenced by other factors, such as teaching strategies and the learning environment. (Hartati et al., 2022) Overall, the global literature also confirms that digital technology can enhance student engagement, collaboration, and academic achievement when supported by appropriate instructional design. (Lapamu et al., 2026)

Despite offering various benefits, the implementation of digital technology in Aqidah Akhlak learning is not without challenges. Several constraints, including limited technological literacy among educators, infrastructure gaps, and unequal internet access, often hinder the optimization of technology-based learning. In addition, there are more substantial challenges, such as the potential degradation of values, digital misinformation, and the need to maintain a balance between technological innovation and Islamic values. Other challenges include curriculum readiness, teachers' competencies, and the integration of digital content that aligns with Islamic spiritual and ethical values.

Based on the review, it can be concluded that the use of digital technology in Aqidah Akhlak learning is an inevitable necessity in the modern era. However, its implementation requires an integrated approach that focuses not only on technological aspects but also on strengthening Islamic values. Therefore, this study aims to examine more comprehensively how digital technology can be effectively utilized in Aqidah Akhlak learning, while also identifying the opportunities and challenges that arise in its implementation.

As a contribution, this study not only descriptively examines the use of digital technology in Aqidah Akhlak learning but also offers an integrative perspective that balances pedagogical, technological, and Islamic value dimensions. This study provides a conceptual framework for effective and contextually relevant strategies for implementing digital technology in Aqidah Akhlak learning, while also identifying relevant supporting and inhibiting factors in practice. Thus, the findings of this study are expected to serve as a reference for educators, curriculum developers, and policymakers in designing digital technology-based Aqidah Akhlak learning models that are not only innovative but also firmly grounded in the principles of Islamic education.

RESEARCH METHOD

This study employed a qualitative research method with a descriptive approach. This method was selected to gain an in-depth understanding of the role of digital technology in transforming Aqidah Akhlak learning, including its benefits, challenges, and implementation strategies. Qualitative research enables researchers to explore phenomena holistically by collecting data through interviews, observations, and documentation, thereby providing a comprehensive understanding of the implementation of digital technology in Aqidah Akhlak learning. The research data were obtained from two sources: primary and secondary data. Primary data were collected through in-depth interviews with Aqidah Akhlak teachers at secondary schools, school principals, and students involved in technology-based learning. In addition, direct observations were conducted during learning activities that utilized digital technologies, such as educational applications, e-learning platforms, and other interactive media. Secondary data were obtained through a literature review of journal articles, books, and research reports related to the use of technology in Islamic education published within the last five years.

The data analysis techniques employed in this study included data reduction, data presentation, and conclusion drawing. Data obtained from interviews and observations were reduced to identify key themes relevant to the research objectives. Subsequently, the data were presented in narrative descriptions to provide a detailed account of the role of digital technology in Aqidah Akhlak learning. Data triangulation was also conducted by comparing findings from interviews, observations, and the literature review to ensure the validity and reliability of the research findings. This study was conducted in several secondary schools that had integrated digital technology into Aqidah Akhlak learning. The research sites were selected purposively, taking into account the availability of technological facilities and the schools' willingness to participate in the study. The findings of this study are expected to contribute to the development of Aqidah Akhlak learning strategies that are more relevant to the demands of the digital era and to serve as a reference for educators and policymakers in improving the quality of Islamic education.

RESULTS AND DISCUSSION

The Role of Digital Technology in Transforming Aqidah Akhlak Learning

Digital technology has brought significant changes to the field of education, including the teaching of Aqidah Akhlak. As a subject aimed at strengthening students' faith and fostering their moral character, Aqidah Akhlak can now be taught in more engaging, effective, and relevant ways that meet the needs of the digital generation. Technology enables the

integration of interactive multimedia, broader access to learning resources, and personalized learning tailored to students' individual needs. This transformation provides significant opportunities for teachers to present materials that were previously considered abstract in more concrete and accessible ways, making them easier for students to understand.

One of the primary benefits of digital technology is its ability to enhance learning interactivity. Teachers can use learning applications, animated videos, or digital simulations to explain abstract concepts such as faith in Allah, angels, and the afterlife. For example, interactive animations can present stories of the prophets in an engaging manner that is appropriate to students' levels of understanding. This not only increases students' interest in learning but also deepens their understanding of Aqidah Akhlak values. Digital technology also provides access to a broader range of learning resources. Students are no longer limited to conventional textbooks but can explore Islamic e-books, online learning platforms, and digital lectures delivered by trusted Islamic scholars. Such access provides students with more opportunities to deepen their knowledge both inside and outside the classroom. In addition, teachers can utilize technology to manage online classes through Learning Management Systems (LMS), enabling learning to take place more flexibly.

In addition to providing convenience, digital technology also plays an important role in fostering Islamic digital literacy. In Aqidah Akhlak learning, digital literacy can be directed toward the wise and responsible use of technology in accordance with Islamic teachings. Teachers can guide students in selecting reliable Islamic content and avoiding the negative influences associated with technology use, such as accessing content that contradicts Islamic values. Thus, students not only develop technological skills but also acquire a strong moral foundation that guides them in using digital technology responsibly. Personalized learning is also one of the positive impacts of using digital technology. With the support of technology, teachers can adapt teaching methods and learning materials to meet students' individual needs. For example, students with a visual learning preference can benefit from instructional videos, while those who prefer reading can access e-books or online articles. This approach enables students to learn in ways that best suit their preferences, thereby optimizing their learning outcomes.

However, this transformation is not without challenges. One of the main obstacles is the limited technological literacy among teachers, particularly those who are accustomed to traditional teaching methods. In addition, unequal access to technological infrastructure in certain regions also poses a significant barrier to the implementation of digital-based learning. To address these challenges, teacher training and government support in providing adequate technological facilities are essential. With thoughtful and appropriate integration, digital technology can serve as a highly effective tool in Aqidah Akhlak learning. It can not only enhance students' interest and understanding but also help them develop strong Islamic character. This transformation represents an important step toward Islamic education that is more adaptive to contemporary developments while preserving its fundamental role in strengthening faith and fostering noble moral character.

Islamic Religious Education Approaches in Aqidah Akhlak Learning

Aqidah Akhlak learning in Islamic education plays an important role in shaping students' character and strengthening their faith. Aqidah Akhlak teaches the fundamental principles of Islamic faith as well as how individuals should develop moral conduct in accordance with Islamic teachings. Therefore, the approach employed in Aqidah Akhlak learning should be

holistic, focusing not only on theoretical knowledge but also on encouraging students to practice Islamic teachings in their daily lives.

The first relevant approach to Aqidah Akhlak learning is the constructivist approach. In this approach, students are guided to actively construct their understanding of Islamic teachings through personal experiences, discussions, and reflection. In the context of Aqidah Akhlak, learning goes beyond theoretical understanding of faith and morality and emphasizes the application of these values in students' daily lives. Students are engaged in activities that enable them to experience and reflect on how the concepts and values of Aqidah Akhlak can be applied in real-life situations.

Students' emotional and moral development is an essential aspect of Aqidah Akhlak education. Aqidah Akhlak education does not merely rely on teaching religious concepts but also involves the development of positive attitudes and behaviors. In this context, teachers play an important role in fostering students' love for and devotion to Allah SWT. Teachers can also employ role-modeling methods to teach Islamic moral and ethical values, enabling students to learn through direct examples provided by teachers, parents, and their surrounding environment. Furthermore, the integrative approach is an effective strategy in Aqidah Akhlak learning. This approach integrates the teachings of Aqidah and Akhlak with other subjects within the Islamic education curriculum. For example, Aqidah Akhlak learning can be integrated with fiqh, Islamic history, or even science by connecting Islamic teachings with everyday life. Through this approach, students not only develop an understanding of Aqidah and Akhlak as separate domains but also recognize the relevance of Islamic teachings within a broader context.

The contextual approach is also highly important in Aqidah Akhlak learning. This approach connects religious values with real-life contexts encountered by students in their daily lives. For example, students are taught the importance of honesty, justice, and respect for others through concrete examples drawn from their social and cultural environments. The contextual approach encourages students to understand that Islamic teachings are not only relevant at the theoretical level but can also be practiced in various aspects of their lives, whether at school, at home, or within the wider community. In its implementation, Aqidah Akhlak learning through a holistic approach recognizes that Islamic education does not focus solely on cognitive learning but also encompasses spiritual, emotional, and social dimensions. Holistic Aqidah Akhlak education encourages students not only to understand the concepts of faith and morality but also to internalize and embody these values in their daily lives. This can be achieved by involving students in activities that support character development, such as social activities, da'wah, and collective worship, which contribute to strengthening their spiritual development.

This approach encourages students to become more actively engaged in the learning process through discussions, question-and-answer sessions, and case studies relevant to their daily lives. Active learning enables students to internalize religious values more deeply, allowing them to apply these values in real-life situations. The use of technology, such as Islamic learning applications or social media platforms that promote Islamic values, can also serve as an effective tool to support this approach.

Interactive Learning and Constructivist Theories in Aqidah Akhlak Learning

Aqidah Akhlak learning is a core component of Islamic education that aims to develop individuals with a sound understanding of faith and noble moral character in accordance with Islamic teachings. To achieve these objectives, a learning approach that actively engages

students in the learning process is required, particularly through interactive learning and constructivist theories. These two theories provide a framework that enables students not only to memorize religious teachings but also to actively construct knowledge and engage in meaningful interactions to understand the concepts and values of Aqidah Akhlak.

Interactive Learning Theory emphasizes the importance of interaction between teachers and students, as well as among students themselves, throughout the learning process. In the context of Aqidah Akhlak learning, this theory encourages the creation of meaningful discussion spaces in which students can explore concepts of faith and morality in relation to their daily lives. Through active interaction, students can exchange ideas and experiences and support one another in developing a deeper understanding of Islamic teachings. Interactive learning does not merely focus on the transfer of knowledge from teachers to students but also provides opportunities for students to express their ideas, perspectives, and questions, which in turn enriches their collective understanding of Aqidah Akhlak. On the other hand, Constructivist Theory focuses on the process through which students construct their own knowledge based on direct experiences and reflection on what they have learned. In Aqidah Akhlak learning, constructivism helps students develop an understanding of faith and morality by connecting Islamic teachings with their experiences and everyday lives. Constructivist learning assumes that students' understanding cannot simply be imposed or transmitted directly; rather, it must be actively constructed through reflection, meaningful experiences, and problem-solving activities that are relevant to their social and personal contexts.

According to Constructivist Theory, teachers do not merely serve as providers of information but also act as facilitators who create learning environments that encourage students to explore ideas and seek solutions. In the context of Aqidah Akhlak learning, this means that students are encouraged to explore the deeper meanings of Islamic teachings through experience-based activities, such as discussions, case studies, and group projects. Through this approach, students learn to recognize the relationship between religious teachings and various aspects of life, as well as to understand how moral values can be applied in their everyday actions and behavior. The implementation of interactive learning in Aqidah Akhlak can be carried out through various methods that promote two-way communication, such as group discussions, presentations, debates, and the exchange of perspectives on the principles of faith and good moral conduct in Islam. These activities provide students with opportunities to actively express their ideas, respond to different viewpoints, and develop a deeper understanding of Islamic values. Interactive learning can also incorporate technology, such as online learning platforms that enable students to communicate and collaborate directly with their peers and teachers. Furthermore, digital technology can enrich the learning process by providing access to relevant digital resources, thereby making Aqidah Akhlak learning more engaging, participatory, and contextual.

In Aqidah Akhlak learning using a constructivist approach, teachers serve as facilitators who challenge students to think critically and creatively in understanding Islamic teachings. Teachers do not merely transmit knowledge but also guide students in formulating questions, developing ideas, and finding solutions to problems encountered in their daily lives. Through this approach, students can develop greater independence in learning and enhance their ability to understand, internalize, and apply Islamic values in real-life contexts. Constructivist theory also emphasizes the importance of problem-based learning (PBL), which is highly relevant to Aqidah Akhlak learning. In this approach, students are presented with real-life situations or problems related to the application of moral values in everyday life. They then work

collaboratively to identify appropriate solutions, which encourages them to understand and apply Islamic teachings in a more contextual and meaningful way. For example, students may be asked to address issues related to social ethics, such as how to act fairly in their interactions with friends, family members, and the wider community. Finally, the application of both interactive learning and constructivist theories in Aqidah Akhlak learning not only enriches students' understanding of Islamic teachings but also contributes to the development of their character as individuals with strong faith and noble moral qualities. Interactive and constructivist learning facilitates holistic personal development by integrating knowledge, attitudes, and behavior in accordance with Islamic teachings. Through these approaches, Islamic education can develop individuals who are not only intellectually competent but also demonstrate noble character and are capable of making positive contributions to society.

Character Formation Theory in Aqidah Akhlak Learning

Character formation is one of the primary objectives of Islamic education, including Aqidah Akhlak learning. Good character is not merely based on theoretical understanding but, more importantly, on the development of attitudes, values, and behaviors that are consistent with Islamic teachings. In this context, character formation theory plays an important role in guiding students to internalize the teachings of Aqidah Akhlak and apply them in their daily lives. Character formation in Aqidah Akhlak education requires a comprehensive approach encompassing cognitive, affective, and psychomotor dimensions. One of the theories commonly applied to character formation is Social Learning Theory, proposed by Albert Bandura. This theory emphasizes that individuals learn by observing and imitating the behavior of others. In the context of Aqidah Akhlak learning, this theory suggests that students are likely to imitate the behavior of people whom they regard as role models, such as teachers, parents, and religious figures. Therefore, teachers play a crucial role in serving as positive role models for students in practicing the principles of Aqidah and Akhlak. Teachers who demonstrate Islamic values through their speech, behavior, and actions can facilitate students' character development and encourage them to embody these values in their daily lives.

In Aqidah Akhlak learning, cognitive learning theory focuses on thinking processes and how individuals process information to develop attitudes and behaviors. In this context, students are encouraged to think critically about religious teachings, develop a sound understanding of Aqidah and Akhlak concepts, and relate them to their real-life experiences. Learning activities that encourage students to reflect on Islamic moral values can strengthen their understanding and motivate them to translate these teachings into concrete actions. Constructivist learning theory also plays a significant role in character formation. According to this theory, students are viewed as active learners who construct their own understanding through experience and reflection. In the context of Aqidah Akhlak, students do not merely receive knowledge from teachers but actively construct their understanding of faith and morality through discussions, problem-solving activities, and reflection on their life experiences. This knowledge-construction process enables students to internalize religious values more deeply because they are actively engaged in the learning process. The reinforcement of moral values in Aqidah Akhlak education can also be optimized through Lawrence Kohlberg's theory of moral development. This theory explains that moral development progresses through several stages, ranging from basic moral reasoning to more complex levels of moral understanding. In the context of Islamic education, students can be guided through these developmental stages by exploring values such as honesty, patience, responsibility, and compassion, which constitute essential aspects of Islamic morality.

Therefore, Aqidah Akhlak education should provide students with meaningful opportunities to reflect upon, internalize, and apply these moral values in their daily lives.

Another approach that supports character formation in Aqidah Akhlak learning is the holistic approach, which integrates cognitive, emotional, social, and spiritual dimensions into the educational process. Holistic education focuses on developing students as well-rounded individuals, not only intellectually but also morally and spiritually. In Aqidah Akhlak learning, this approach encourages students not merely to understand religious teachings but also to internalize and embody them in all aspects of their lives. Such holistic learning can foster individuals who maintain a balanced integration of religious knowledge, spiritual awareness, and noble character.

In addition, creating a supportive educational environment is essential for character formation. Positive environments, including the family, school, and community, play a significant role in shaping students' character. When the educational environment consistently promotes positive values and encourages good behavior, students are more likely to internalize and practice the values of Aqidah and Akhlak in their daily lives. Therefore, collaboration among teachers, parents, and the wider community is essential to create an environment conducive to the development of noble character. Ultimately, character formation in Aqidah Akhlak learning requires not only appropriate theories and teaching methods but also the awareness and active involvement of all educational stakeholders in instilling and reinforcing Islamic religious and moral values. Effective Aqidah Akhlak learning will foster a generation with strong faith and noble character, while also enabling them to make positive contributions to society.

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One of the most widely applied theories of character formation is Social Learning Theory, developed by Albert Bandura. This theory emphasizes that individuals learn by observing and imitating the behavior of others. In the context of Aqidah Akhlak learning, the theory suggests that students tend to imitate the behavior of people around them whom they regard as role models, such as teachers, parents, and religious figures. Therefore, teachers play a crucial role in serving as positive role models for students in practicing the teachings of Aqidah and Akhlak. Teachers who consistently demonstrate Islamic values through their speech, behavior, and actions can facilitate the development of students' character and encourage them to internalize and practice these values in their daily lives.

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values can strengthen their understanding and motivate them to translate these teachings into concrete actions. Constructivist learning theory also plays a significant role in character formation. According to this theory, students are viewed as active learners who construct their own understanding through experience and reflection. In the context of Aqidah Akhlak learning, students do not merely receive knowledge from teachers but also actively construct their own understanding.

Regarding faith and morality, students develop their understanding through discussions, problem-solving activities, and reflection on their life experiences. This knowledge-construction-based learning enables students to internalize religious values more deeply because they are actively engaged in the learning process. The reinforcement of moral values in Aqidah Akhlak education can be further optimized through Lawrence Kohlberg's Theory of Moral Development. This theory explains that moral development progresses through several stages, beginning with a basic level of moral understanding and advancing toward more complex forms of moral reasoning. In the context of Islamic education, students are guided through these developmental stages by exploring values such as honesty, patience, responsibility, and compassion, which constitute essential elements of moral values taught in Islam. Therefore, Aqidah Akhlak education should provide students with meaningful opportunities to reflect on, internalize, and apply these values in their daily lives.

Another approach that supports character formation in Aqidah Akhlak learning is the holistic approach, which integrates cognitive, emotional, social, and spiritual dimensions into the educational process. Holistic education focuses on developing well-rounded individuals, not only in terms of intellectual competence but also in terms of moral and spiritual development. In Aqidah Akhlak learning, this approach encourages students not only to understand religious teachings but also to internalize and embody them in all aspects of their lives. Such holistic learning is expected to develop individuals who maintain a balanced integration of religious knowledge and noble character.

In addition, creating a supportive educational environment is essential for character formation. Positive environments, including the family, school, and community, play a significant role in shaping students' character. When the educational environment consistently instills positive values and encourages good behavior, students are more likely to internalize and practice the values of Aqidah and Akhlak in their daily lives. Therefore, collaboration among teachers, parents, and the wider community is essential to create an environment conducive to the development of noble character. Ultimately, character formation in Aqidah Akhlak learning requires not only appropriate theories and teaching methods but also the awareness and active involvement of all educational stakeholders in instilling and reinforcing Islamic religious and moral values. Effective Aqidah Akhlak learning is expected to foster a generation with strong faith and noble character, while also enabling them to make positive contributions to society.

The Role of Teachers in Digital Transformation in Aqidah Akhlak Learning

In the digital era, technology has become an integral part of almost every aspect of life, including education. Digital transformation in Aqidah Akhlak learning presents both challenges and significant opportunities for Islamic education. Teachers, as the primary educators in the classroom, play a vital role in utilizing technology to improve the quality of Aqidah Akhlak learning. The appropriate use of technology can help students understand concepts of faith and morality in more engaging and interactive ways. One of the primary roles of teachers in

digital transformation is to serve as technology facilitators. Teachers should be able to introduce and utilize various digital tools that can enrich Aqidah Akhlak learning. By using educational applications, instructional videos, online discussion platforms, and social media, teachers can create more interactive and engaging learning experiences for students. In this regard, teachers are responsible for ensuring that technology is used productively to support learning rather than merely as a means of entertainment. The wise and responsible use of technology also enables students to access a wider range of learning resources, including e-books, scholarly articles, and educational videos relevant to Aqidah Akhlak learning.

In addition, teachers also serve as digital mentors who help students overcome various technological challenges. During online learning or the use of educational applications, students may encounter difficulties related to technical issues or understanding the learning materials. In such situations, teachers play an important role in providing assistance and guidance, either directly or through digital media. Teachers should be prepared to guide students in using technological devices effectively and to explain Aqidah Akhlak materials in accessible and comprehensible ways through various digital platforms. Furthermore, teachers need to monitor students' learning progress, provide regular feedback, and encourage them to remain actively engaged in the learning process, even when learning takes place online.

Teachers also serve as innovative digital learning designers. In this role, teachers do not rely solely on textual materials or lectures but design various technology-based learning methods, such as online quizzes, discussion forums, and technology-based projects. Aqidah Akhlak learning through digital media enables students to participate in interactive simulations, educational games, and multimedia presentations that stimulate their interest and creativity. The use of these varied learning methods can help students internalize the values of Aqidah and Akhlak more effectively while creating a more engaging and enjoyable learning experience.

Character development through digital media is also one of the important roles of teachers in digital transformation. In Aqidah Akhlak learning, teachers can utilize technology to instill moral and ethical values, such as honesty, responsibility, and compassion. For example, teachers can use inspirational videos, digital stories, or short films that illustrate the application of moral values in everyday life. The use of digital media can provide concrete examples that make it easier for students to understand how Islamic moral values can be applied in various real-life situations.

It is also important for teachers to serve as positive digital role models. As educators, teachers should demonstrate the wise and responsible use of technology to their students. Teachers who exhibit positive attitudes toward technology can provide good examples of how digital tools should be used productively. This is particularly relevant in Aqidah Akhlak learning, where teachers can demonstrate appropriate and respectful ways of interacting in digital environments while teaching digital ethics that are consistent with Islamic teachings. At the same time, teachers need to understand the ethical considerations and challenges of digital learning. Online learning and the integration of technology into Aqidah Akhlak education present particular challenges, such as difficulties in maintaining strong interpersonal

relationships between teachers and students, as well as the potential for students to lose focus or become distracted during the learning process.

Teachers should be able to manage digital classrooms effectively, establish clear rules regarding the use of digital devices, and create a learning environment that promotes healthy and productive interactions. In addition, teachers should be aware of potential ethical issues in digital environments, such as the spread of misinformation and unethical behavior on social media. Finally, teachers play a crucial role in assessing and evaluating digital learning. Assessment in online Aqidah Akhlak learning requires a more creative and comprehensive approach. Teachers should be able to evaluate not only students' cognitive development but also their attitudes and behaviors that reflect noble moral character. The use of various technology-based assessment tools, such as online quizzes, interactive tests, and digital portfolios, can provide a more holistic picture of students' understanding, internalization, and application of Aqidah Akhlak values.

Thus, the role of teachers in the digital transformation of Aqidah Akhlak learning is highly complex and multifaceted. Teachers are responsible not only for delivering instructional content but also for guiding students and designing and evaluating digital learning experiences that support character formation based on Islamic teachings. The wise, responsible, and creative use of technology can optimize Aqidah Akhlak learning and make it more relevant and responsive to the challenges of the contemporary digital era.

CONCLUSION

Character formation in Aqidah Akhlak learning is a holistic process that integrates various educational theories, including social learning, cognitive, constructivist, and moral development theories, all of which contribute to helping students internalize the values of faith and morality in their daily lives. The success of character formation is determined not only by instructional methods but also by teachers' role modeling, students' active engagement, and the support of a conducive educational environment. In the context of digital transformation, the role of teachers has become increasingly complex and strategic. Teachers serve not only as instructors but also as facilitators, mentors, learning designers, and role models in the responsible use of technology. The utilization of digital technology can enhance the effectiveness of Aqidah Akhlak learning through more interactive, innovative, and contextual approaches while simultaneously supporting the reinforcement of students' moral values. Nevertheless, the successful integration of technology into Aqidah Akhlak learning depends on maintaining an appropriate balance between technological innovation and the cultivation of Islamic values. Therefore, teacher competence, educational system support, and effective learning management are essential to achieving the primary objective of Islamic education: developing a generation characterized by strong faith and noble moral character. Future research is recommended to investigate more comprehensively the effectiveness of digital technology integration in Aqidah Akhlak learning through empirical approaches involving different educational levels and contexts. Further studies could also develop technology-based learning models that focus not only on improving cognitive learning outcomes but also on strengthening students' affective development and Islamic character formation. In addition, future research should explore the potential of emerging technologies, such as artificial intelligence (AI), gamification, and adaptive learning platforms, to support the

internalization of Islamic moral values. In this way, future studies are expected to generate more comprehensive innovations and practical solutions for optimizing Aqidah Akhlak learning in response to the evolving demands of the digital era.

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