

Teaching Materials for Moral Beliefs in Madrasah

Putriani Lubis

UIN Imam Bonjol Padang, Indonesia

Sumiani Hasibuan

UIN Imam Bonjol Padang, Indonesia

Febi Ananda

UIN Imam Bonjol Padang, Indonesia

Musriana Luthfiah Hasibuan

UIN Imam Bonjol Padang, Indonesia

Khoirun Nisah Lubis

UIN Imam Bonjol Padang, Indonesia

Muhammad Irfan Saputra

UIN Imam Bonjol Padang, Indonesia

putrianilubis219@gmail.com

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Abstract: Moral creeds are one of the Islamic religious education materials. In the moral creeds material there is explained the basics of belief in Allah, as well as other monotheistic values. Then, the morals material is studied and explained about the concept of morals and the values contained

therein. Discussion of faith and morals is important so that students have complete knowledge and understanding of faith, and at the same time they are also able to realize the values of their faith in real life in society in the form of good morals, based on what the Prophet Muhammad SAW taught. as a role model. For this reason, the field of faith study must be constructed from correct materials and included within the scope of the field of faith study. This research uses the literature method by first collecting study materials and materials from various sources, namely books, journals, articles and other sources related to teaching materials on moral beliefs in madrasah

Key words: *Moral Creeds, Teaching Materials, Madrasah*

Introduction:

The subject of Aqidah Morals is a very important and useful subject both in growing and shaping the morals of students into a virtuous generation. The Aqidah Akhlak subject is one of the subjects within the scope of Islamic religious education. Islamic religious education itself is a conscious and planned effort to prepare students to know, understand, appreciate and believe in the teachings of the Islamic religion, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities and the realization of national unity and integrity.

The Aqidah Akhlak subject in Islamic education is also an effort directed at forming children's personalities in accordance with Islamic teachings, thinking, deciding and acting based on Islamic values and being responsible in accordance with Islamic values.

Aqidah Akhlak educational material does not only teach knowledge about religion, but how to shape students' personalities so that they have strong faith and piety and their lives are decorated with noble morals wherever they are. Therefore, teachers, in this case PAI teachers or class teachers, are required to develop teaching materials in such a way as possible so that the objectives of Aqidah Akhlak learning can be realized as expected.

Learning moral beliefs is part of Islamic religious learning which is able to direct and deliver students to the correct nature. A person can only be said to have perfection of faith if he has noble character or morals. So that the issue of morals is one of the main principles of Islamic teachings that must be prioritized in Islamic religious education to be taught to students. This has received full attention from teachers, parents and other parties involved in it. Therefore, Islamic religious education should be instilled from childhood, because education in childhood is a determining basis for further education.

Basically, the aim of learning moral *aqidah* at Madrasah Ibtidaiyah is the development of belief or faith and devotion to Allah SWT as well as students' noble morals as optimally as possible, instilling the values of Islamic religious teachings as a guide to happiness in life in this world and the hereafter, and correcting students' mistakes and weaknesses in belief in the practice of Islamic religious teachings, creating an atmosphere of exemplary behavior and habituation in practicing commendable morals and Islamic manners through providing examples of behavior by practicing it in everyday life.

The subject of moral beliefs does not only teach knowledge about religion, but how to shape students' personalities so that they have strong faith and devotion and their lives are decorated with noble morals wherever they are. To overcome students' difficulties and dissatisfaction and to increase students' interest in the subject of moral beliefs, teachers must make various efforts. Efforts that teachers can make are by implementing appropriate learning models. The aim of applying the learning model to the subject of moral beliefs is to make it easier for teachers to convey lesson material and convey students' active attitudes so that learning becomes more effective. If the application of the learning model is able to overcome problems in the learning process, especially in terms of delivering messages (material), then students will feel the positive impact and ultimately will improve learning outcomes in the subject of moral beliefs.

The *Aqidah Akhlak* subject is an Islamic religious education subject that studies beliefs, belief, behavior and the basics of Islamic teachings as well as a systematic, pragmatic way of guiding students to truly understand and embody Islamic truths and guidelines for happiness in life in this world and the afterlife. In the subject of moral beliefs, there are several materials or topics of discussion, one of which is about commendable morals.

From the perspective of the teacher, learning material must be taught or delivered in learning activities. From the student's point of view, students must learn the teaching materials in order to achieve competency standards and basic competencies which will be assessed using assessment instruments prepared based on indicators of learning achievement. Without learning materials, the teaching and learning process will not run. Therefore, the teacher who will teach must have and master the lesson material that will be delivered to students. Teaching materials can be written or unwritten materials.

The development of teaching materials cannot be separated from the curriculum because one of the main elements or urgent parts of the curriculum is: teaching materials. As a teacher, as someone who leads students to achieve goals or competencies, the teacher is obliged to prepare everything, including compiling teaching materials. In terms of compiling teaching materials, teachers must know the principles in developing teaching materials, so that existing teaching materials can facilitate the learning process so that the teaching materials created can function optimally.

Method:

The type of research used in this research is Library Research or library research where the problems and data collection for this research come from primary data and secondary data, which comes from literature in the form of books, journals and other publications.

The data analysis technique carried out by researchers uses deductive qualitative analysis, namely about general things or theories to draw specific conclusions, then using an inductive method that relates to specific facts or events, then drawing conclusions from the specific ones. to the public. Writing this article was carried out through stages consisting of topic selection, literature search, supporting documents, verification, interpretation and writing.

Findings and Discussion

Understanding PAI Material (Teaching Moral Creeds)

1. Understanding Teaching Materials

Teaching materials consist of Two words, namely the words “material” and “teaching”. Materials are anything that can be used or needed for a specific purpose, for example as a guide or guide for teaching. Learning materials are an important part of the learning process, in fact (subject-centered teaching), subject matter is the core of learning activities. According to subject-centered teaching, the success of a learning process is determined by how much students can master the curriculum material. Meanwhile, it is known that teachings are instructions given to people so that they can be imitated. So, open materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom.(Asfahani, 2019: 16)

Teaching materials/teaching materials are all forms of material used to assist teachers/instructors in carrying out teaching and learning activities. The material in question can be written material or unwritten material. Teaching materials or learning materials (instructional materials) are knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning material consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values. (Asfahani, 2019:17)

Teaching materials are usually equipped with student guides and guidelines for Teacher. These guidelines are useful to make things easier for both students and students teachers use teaching materials that have been developed. Now try it You look at the textbooks that you often find on the market, do they exist? student work guidelines? Does it come with guidelines for teachers? Does it say for whom the material was developed? is Mengion the procedures or procedures for its use? If none of that There is a textbook even though it contains a lot of learning material solid can not be said to be teaching material. (Wraulia, 2020)

Teaching materials are all forms of materials, information, tools and texts used for learning assist teachers/instructors in carrying out teaching and learning activities (Abdul, 2007). The material in question can be written or unwritten material. Teaching materials or curriculum materials are curriculum content or content that must be understood by students in an effort to achieve curriculum goals. Teaching materials are all information, tools and texts used by teachers or instructors in carrying out classroom learning (Belawati, 2013). The material contained in the teaching materials is arranged systematically so that it can make it easier for students in the learning process in class. Learning materials are a set

of materials that contain learning material or content that is "designed" to achieve learning objectives (Sungkono, 2003). A learning material contains material, messages or subject content in the form of ideas, facts, concepts, principles, rules or theories covered in subjects according to scientific disciplines as well as other information in learning. (Nurhayati, 2021:14)

Teaching materials are something used by teachers or students to facilitate the learning process. The form can be in the form of reading books, workbooks (LKS), or shows. It may also be in the form of newspapers, digital materials, food packages, photos, direct conversations involving native speakers, instructions given by the teacher, written assignments, cards or also discussion material between students. Thus, teaching materials can take the form of many things that are seen as being able to increase students' knowledge and/or experience (Kosasih, 2021: 1).

In general, teaching materials are all materials (whether information, tools, or texts) that are arranged systematically, which display a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing learning implementation. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. (Nasruddin, et al., 2022: 1).

2. Understanding Moral Creeds

Definition of aqidah Etymologically, aqidah is removed from the words 'aqida-ya'qidu'aqdan-aqidatan. The connection between the meanings of the words "aqdan" and "aqidah" is that belief is firmly established in the heart, is binding and contains an agreement. So aqidah is something that someone believes in. The linguistic meaning of aqidah will be clearer if it is linked to the terminological meaning (Shubhie, 2023:3). Allah SWT says in Q. S. Al-Maidah (5): 89:

لَا يُؤَاخِذُكُمُ اللَّهُ بِاللَّغْوِ فِي أَيْمَانِكُمْ وَلَكِنْ يُؤَاخِذُكُمْ بِمَا عَقَّدْتُمُ الْأَيْمَانَ ۖ فَكَفَّ رُتْنَهُ ۖ إِنْ طَعَاكُمْ عَشْرَةٌ مَسْكِينٍ مِنْ أَوْسَطِ مَا تُطْعَمُونَ أَهْلِيكُمْ أَوْ كِسْوَتُهُمْ أَوْ تَحْرِيرُ رَقَبَةٍ ۚ فَمَنْ لَمْ يَجِدْ فَصِيًّا ثَلَاثَةَ أَيَّامٍ ۖ ذَلِكَ كَفَّارَةُ أَيْمَانِكُمْ إِذَا حَلَفْتُمْ ۚ وَاحْفَظُوا أَيْمَانَكُمْ ۚ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ ۚ لَعَلَّكُمْ تَشْكُرُونَ

It means: "Allah does not punish you because of your unintentional oaths (to swear), but He punishes you because of your intentional oaths, so the *kafarat* (fine for breaking an oath) is to feed ten poor people, namely from the food you usually give to your family, or giving them clothing, or freeing a slave. Whoever is unable to do so, then (the *kafarat*) fast three days. That is the *kafarat* of your vows when you swear so that you may be grateful (to Him)." (QS. Al-Ma'idah 5: Verse 89)

Terminologically, there are several definitions of aqidah, including:

a. According to Hasan Al-Banna

Aqid (plural form of aqidah) are several things that must be believed to be true by the heart, bringing peace to the soul, being a belief that is not mixed with the slightest doubt.

b. According to Abu Bakar Jabir al-Jazairi

Aqidah is a number of truths that can be generally accepted by humans based on reason, revelation and nature. Humans engrave this truth in their hearts and believe in its validity and existence with certainty and reject everything that contradicts that truth (Amri dan Ismail: 2: 2018)

Etymologically, the word morals come from the Arabic al-Akhlak, this word is the plural form of al-khuluk which means character, character or manners. This is in accordance with the word of Allah: And do not turn your face towards people (out of arrogance) and do not walk on the face of the earth arrogantly.

There are many terminological definitions of morals. Put forward by experts, one of which is the definition of morals as stated by Ahmad Amin. According to Amin, morals are a habitual will, in the sense that if the will gets used to something then the habit is called morals.

From the explanation above, it can be concluded that the meaning of Aqidah Akhlak is a bond of a belief system that is believed to be true, which is embedded in the heart, spoken verbally and practiced with commendable actions in accordance with the teachings of the Koran and Hadith (Fitri, Lilis, dkk: 39: 2019).

In terms of Aqidah, it is a term that comes from Arabic, namely "aqada" which means bond, knot, or agreement. In the context of the Islamic religion, aqidah refers to the fundamental beliefs and convictions that every Muslim must adhere to. Faith includes belief in the six pillars of faith, namely belief in Allah, His angels, His books, His messengers, the Day of Judgment, and qada and qadar or good and bad destiny. This belief must be instilled and believed wholeheartedly by every Muslim individual. According to Hasan Al-Banna in his book "Risala Ta'lim", aqidah is the basics of faith that cannot be contested and is the foundation for all actions and worship of a Muslim (Al-Banna, 2017, p. 15).

Meanwhile, Akhlak is a word that comes from the Arabic word "khuluq", which means nature, character or character. In Islam, morals include all moral and ethical aspects that guide a Muslim's daily behavior. Morals not only include human relationships with other humans, but also human relationships with the environment and human relationships with God. According to Harun Nasution in his book "Akhlak in Islam", morals are mental attitudes and actions that are in accordance with religious teachings sourced from the Koran and Hadith (Nasution, 2019, p. 34). Good morals are a reflection of a person's faith and show the extent to which a person understands and practices Islamic teachings.

Overall, Akidah Akhlak is a science that teaches and studies the basics of faith as well as ethics and morality that every Muslim must have. Moral creeds not only discuss basic beliefs in the Islamic religion but also how these beliefs should be reflected in everyday behavior and attitudes. According to Azyumardi Azra in his book "Basics of Islamic Aqidah and Morals", moral aqidah is the foundation of faith that underlies all actions and attitudes of a Muslim and is the basis for social life (Azra, 2020, p. 45).

Moral aqidah is a conscious and planned effort to prepare students to know, understand, appreciate and believe in Allah and realize this in noble moral behavior in everyday life through guidance, teaching, training, and the use of habituation experiences (Muhiyi :23 :2023).

The word morals etymologically comes from the Arabic plural form of the word khuluq or al-khulq which means character, behavior. In essence, khulq (good character) is a condition or characteristic that has penetrated from the soul and become a personality so that from there various kinds of actions arise spontaneously and easily without being contrived and without thinking.

Learning moral beliefs is a conscious and planned effort to prepare students to know, understand, appreciate, believe in Allah SWT, and realize this with noble moral behavior in everyday life through various activities. (Hidayati,Wulandari, et al., 2022:114) Thus, moral belief teaching materials are all forms of materials or learning materials that are systematically arranged which are used by teachers and students in carrying out moral belief learning activities.

PAI (Aqidah Moral) Teaching Materials in Madrasah

1. Teaching Materials for Moral Creeds at Madrasah Ibtidaiyah (MI)

Aqidah Akhlak at Madrasah Ibtidaiyah is one of the PAI subjects which studies the pillars of faith related to the introduction and appreciation of al-asma' ul-husna, as well as creating an exemplary atmosphere and habituation in practicing commendable morals and Islamic manners through providing examples of behavior. And how to practice it in everyday life.(Kurniawati, 2015: 377)

Moral beliefs are a discipline in Islamic education which aims to instill faith and good morals in students. Aqidah refers to a firm belief in Allah, angels, books, messengers, the Day of Judgment, and qadha' and qadar (destiny). Morals, on the other hand, refer to behavior and attitudes that reflect the values of this faith in everyday life.

According to Abdul Karim (2019), moral education is very important in forming the character of students who have faith and noble morals. This education not only teaches theoretical aspects of faith, but also places emphasis on good moral practices (Karim, 2019, p. 45). This is in line with the overall goal of Islamic education, namely to produce individuals who are not only intellectually intelligent, but also have good personalities.

Based on Minister of Religion Regulation No. 2 of 2008, the Aqidah Akhlak subject at Madrasah Ibtidaiyah aims to equip students to be able to:

- a. Developing Aqidah through giving, cultivating and developing students' knowledge, appreciation, practice, habituation and experience regarding Islamic creeds so that they become Muslim human beings who continue to develop their faith and devotion to Allah SWT.
- b. Creating humans with noble morals and avoiding despicable morals in everyday life, both individual and social life, as a manifestation of the teachings and values of Islamic faith.

The primary objectives of teaching materials on faith and morality in Madrasah Ibtidaiyah are to:

a. Instill Firm Belief

Through the study of faith, students are expected to develop a strong belief in the pillars of faith. This includes belief in Allah, angels, scriptures, prophets, the Day of Judgment, and divine destiny. Such strong conviction serves as the foundation for their behaviors and actions in daily life.

a. Develop Good Morals

Morality education aims to cultivate behaviors that reflect the values of faith. This includes honesty, trustworthiness, patience, humility, and mutual assistance. According to Hidayat (2020), good morals are essential in forming a harmonious and civilized society (Hidayat, 2020, p. 112).

b. Encourage Positive Behavior

Students are encouraged to practice faith-based values in their daily lives. For instance, they are taught to always speak the truth, respect parents and teachers, and maintain

good relationships with peers. This approach supports the view that education should produce individuals who are not only knowledgeable but also kind-hearted and beneficial to their surroundings.

c. Foster Resilient and Competitive Characters

By possessing strong faith and good morals, students are expected to develop resilient characters. They can face challenges and temptations while adhering to the values of faith and morals they have been taught. Moreover, good character serves as a crucial asset in healthy competition across various aspects of life.

d. Instill Social Responsibility

Faith and morality education also aims to instill a sense of social responsibility. Students are taught to care for others and their environment. They are encouraged to participate in social activities and assist those in need. This aligns with Islamic principles of compassion and empathy towards all creatures.

Substantially, the Aqidah Akhlak subject has a contribution in providing motivation for students to practice Akhlakul Karimah and Islamic etiquette in everyday life as a manifestation of their faith in Allah, His angels, His books, His messengers, the last day, as well as Qada and Qadar (Riyatno, 2021: 302).

Based on the Graduate Competency Standards, Competency Standards and Basic Competencies, more specifically, the subject of Moral Aqidah at Madrasah Ibtidaiyah includes four aspects, namely aspects of aqidah (faith), aspects of morals, aspects of Islamic etiquette, and aspects of exemplary behavior.

a. Aspects of Faith

- 1) Thayyibah sentences as habituation material, including: reading Tahlil, Basmalah, Tahmid, Tasbih, Takbir, Ta'awud, Salam, Shalawat, Tarji, Istigfar, and so on
- 2) Al-asma al-Husna as habituation material, including Al-ahad, al-Hamid, ash-Syakur, al-Qudus, ash-Shomad, al-'Adhim, al-Karim, al-Kabir, al-Malik, and etc.
- 3) Faith in Allah with simple proof through the sentences Thoyyibah, al-Asma al-Husna and the introduction of the five daily prayers as a manifestation of faith in Allah.
- 4) Believe in the pillars of faith (faith in Allah, Angels, the Book, the Messenger and the Last Day as well as Qadla and Qadar Allah)

b. Moral Aspect

- 1) Habits of akhlakul karimah, namely: discipline, clean living, friendly, polite, grateful for blessings, simple living, humble, honest, diligent, self-confident, affectionate, obedient, harmonious, mutually helpful, respectful and obedient, siddiq, trustworthy, tabligh, fathonah, responsibility, fair, wise, firm, generous, optimistic, qona'ah, trust, simplicity, tolerance and love.
- 2) Avoiding sayi'ah morals (madzmumah) are sequentially presented in each semester and class level, namely: living dirty, speaking dirty/rude, lying, arrogant, lazy, disobedient, treacherous, envious, spiteful, rebellious, hypocritical, hasud, miserly, greedy, pessimistic, angry, wicked and apostate.

c. Aspects of Islamic Adab

- 1) Manners towards oneself, namely etiquette for bathing, sleeping, defecating/urinating, talking, spitting, dressing, eating and drinking, studying and playing

- 2) Adab towards Allah, namely etiquette in the mosque, reciting the Koran, and worship.
- 3) Adab towards others, namely towards parents, siblings, teachers, friends and neighbors as well as people in general, whether of the same religion or not.
- 4) Adab towards the environment, namely towards animals and plants, in public places and on the road.

d. Aspects of Exemplary Stories

This aspect includes: the story of the Prophet Ibrahim seeking God, Prophet Solomon with an army of ants, the childhood of the Prophet Muhammad SAW, the teenage years of the Prophet Muhammad SAW. Prophet Ismail, Kan'an, the cunning of the brothers of Prophet Yusuf as., Tsa'labah, Masithah, Ulul Azmi, Qarun, Prophet Sulaiman and his people, Ashabul Kahfi, Prophet Yunus and Prophet Ayub. The material of these exemplary stories is presented as reinforcement for the content of the material, namely faith and morals. (Susiba, 2020: 58-59).

2. Teaching Materials for Moral Creeds at Madrasah Tsanawiyah (MTs)

Aqidah Akhlak at Madrasah Tsanawiyah is one of the PAI subjects which is an improvement from Aqidah Akhlak which has been studied by students at Madrasah Ibtidaiyah/Primary Schools. This improvement is carried out by studying the pillars of faith starting from faith in Allah, His angels, His books, His messengers, the last day, to faith in qada' and qodar which is proven by the postulates of naqli and aqli, as well as understanding and appreciation of al-asma al-husna by showing the characteristics/signs of a person's behavior in the realities of individual and social life as well as practicing commendable morals and avoiding disgraceful morals in everyday life. Moral Aqidah lessons at Madrasah Tsanawiyah aim to:

- a. Developing Aqidah through giving, cultivating, and developing students' knowledge, appreciation, practice, habituation, and practice of Islamic Aqidah so that they become Muslim human beings who continue to develop their faith and devotion to Allah SWT.
- b. Realizing Indonesian people who have noble morals and avoid despicable morals in everyday life, both in individual and social life, as a manifestation of the teachings and values of Islamic faith. (Asfahani, 2019)

The materials or teaching materials for Akidah Akhlak at Madrasah Tsanawiyah include:

- a. The aqidah aspect consists of the basis and objectives of Islamic Aqidah, the characteristics of Allah, Allah's apostles, the last day and the qada' and qodar of Allah.
- b. Praiseworthy moral aspects consisting of monotheism, sincerity, obedience, khauf, repentance, tawakkal, ikhtiyar, patience, honesty, qona'ah, tawadhu', husnudhon, tasamuh, and ta'awun, knowledgeable, creative, productive, and teenage relationships.
- c. Aspects of despicable morals include kufr, shirk, riya, nifaq, ananiyah, despair, ghadlab, greed, arrogance, hasad, revenge, backbiting, and namimah (Sahari, 2022: 112)

3. Teaching Materials for Moral Creeds at Madrasah Aliyah (MA)

The Aqidah Akhlaq subject at Madrasah Aliyah is one of the Islamic Religious Education subjects which is an improvement on the Aqidah Akhlaq which has been studied by students at Madrasah Tsanawiyah/SMP. This improvement is carried out by studying and deepening moral beliefs as preparation for continuing to higher education and for living in society.

The subject of moral beliefs at Madrasah Aliyah is one of the subjects of Islamic Religious Education. In the aspect of faith, the emphasis is on understanding and

practicing the principles of Islamic faith as a basis for the inclusive practice of faith in everyday life, understanding the various types of monotheism such as: monotheism uluhiyah, monotheism rububiyah, monotheism ash-shifat wa al-af al, Rahmaniyyah monotheism and Mulkiyyah monotheism. In the moral aspect, In the form of getting used to carrying out commendable morals and avoiding despicable morals according to the level of development of students, Sufism and methods of improving moral quality are also being introduced. (Amiruddin, 2012)

The Moral Aqidah subject at Madrasah Aliyah aims to:

- a. Developing the development of aqidah through giving, cultivating and developing students' knowledge, appreciation, practice, habituation and application of Islamic creeds so that they become Muslim human beings whose faith and devotion to Allah SWT continues to develop.
- b. Realizing Indonesian people who have noble morals and avoid despicable morals in everyday life, both individual and social, as a manifestation of the teachings and values of Islamic faith. (Muhaimin, 2004)

The aqidah teaching materials at Madrasah Aliyah include an introduction to the basic concepts of Islamic aqidah, including belief in Allah, angels, holy books, apostles, the Last Day, and qada and qadar. This material aims to strengthen the foundation of students' faith in accordance with the Al-Qur'an and Sunnah. (Al-Thahabi, 2004: 52). Teaching materials also include discussions on contemporary issues faced by Muslim youth, such as identity, social media, and pluralism. Students are invited to think critically and respond to these issues from the perspective of Islamic beliefs and morals.

Moral learning at Madrasah Aliyah focuses on developing students' character in accordance with Islamic values, such as honesty, patience, justice and empathy. This material is taken from examples from the lives of the Prophet Muhammad SAW and his companions as role models. Aqidah and morals are not only studied as theory, but also applied in everyday life. This includes social behavior, ethics in communication, and interactions within the community. The aim is to practice Islamic values in real life. (Ibn Majah, 2007:102).

Conclusion:

Moral creed teaching materials are all forms of materials or learning materials that are systematically arranged which are used by teachers and students in carrying out moral creed learning activities.

1. Aqidah Akhlak at Madrasah Ibtidaiyah is one of the PAI subjects which studies the pillars of faith which are associated with the introduction and appreciation of al-asma' ul-husna, as well as the creation of an exemplary atmosphere and habituation in practicing commendable morals and Islamic manners through providing examples of behavior. And how to practice it in everyday life.
2. Aqidah Akhlak at Madrasah Tsanawiyah is one of the PAI subjects which is an improvement from Aqidah Akhlak which has been studied by students at Madrasah Ibtidaiyah/Primary Schools. This improvement is carried out by studying the pillars of faith starting from faith in Allah, His angels, His books, His messengers, the last day, to faith in qada' and qodar which is proven by the postulates of naqli and aqli.

3. The subject of moral beliefs at Madrasah Aliyah is one of the subjects of Islamic Religious Education. In the aspect of faith, the emphasis is on understanding and practicing the principles of Islamic faith as a basis for the inclusive practice of faith in everyday life, understanding the various types of monotheism such as: monotheism uluhiyah, monotheism rububiyah and others.

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