

Application of Thematic Learning Strategies to Improve the Assessment of *Aqidah Akhlak* in Students

***Antin Eka Saputri¹, Aisyah Nuril Ikhwan²**

¹Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Jl. Marsda Adisucipto, Papringan, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia

²Letiges Institute for Research and Analysis (LIRA), Turkey

*antinekasaptri@gmail.com

Keywords:

Thematic Learning Strategies, Aqidah Akhlak, Religious Character

Abstract

This study aims to analyse the application of thematic learning strategies in improving Aqidah Akhlak assessment scores among students at Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), as well as to explain their contribution to the overall development of students' religious character. The method used is qualitative research employing a library research approach. Data were collected through a review of various scientific articles, national and international journals, and relevant literature sources focusing on thematic learning strategies and Aqidah Akhlak education. Data analysis techniques included content analysis, data reduction, descriptive presentation, and drawing conclusions, reinforced by triangulation of sources to ensure the validity of the findings. The study results indicate that thematic learning strategies have proven effective in comprehensively improving students' Aqidah Akhlak assessments, encompassing cognitive, affective, and psychomotor aspects. The integration of faith and moral values into real-life themes such as honesty, responsibility, and social concern makes learning more contextual and meaningful. In addition, this strategy is effective in encouraging active student engagement, enhancing learning motivation, and fostering positive behaviour in daily life. Teachers play a crucial role as theme planners, facilitators, and role models in the learning process. It is concluded that the thematic learning strategy is an effective and relevant approach to improving the quality of Aqidah Akhlak education in madrasahs, while also supporting the development of a generation that is faithful, of noble character, and socially responsible.

Kata Kunci:

Strategi Pembelajaran Tematik, Aqidah Akhlak, Karakter Religius

Penelitian ini bertujuan untuk menganalisis penerapan strategi pembelajaran tematik dalam meningkatkan penilaian *Aqidah Akhlak* pada siswa Madrasah Tsanawiyah (MTs) dan Madrasah Aliyah (MA), serta menjelaskan kontribusinya terhadap pembentukan karakter religius siswa secara menyeluruh. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan *library research* (studi kepustakaan). Data dikumpulkan melalui penelusuran berbagai artikel ilmiah, jurnal nasional dan internasional, serta sumber literatur relevan yang berfokus pada strategi pembelajaran tematik dan pendidikan *Aqidah Akhlak*. Teknik analisis data mencakup analisis konten, reduksi data, penyajian deskriptif, dan penarikan kesimpulan, yang diperkuat dengan triangulasi sumber untuk menjamin validitas temuan. Hasil kajian menunjukkan bahwa

strategi pembelajaran tematik terbukti efektif meningkatkan penilaian *Aqidah Akhlak* siswa secara komprehensif, mencakup aspek kognitif, afektif, dan psikomotorik. Integrasi nilai-nilai keimanan dan akhlak ke dalam tema kehidupan nyata seperti kejujuran, tanggung jawab, dan kepedulian sosial menjadikan pembelajaran lebih kontekstual dan bermakna. Selain itu, strategi ini mampu mendorong keterlibatan aktif siswa, meningkatkan motivasi belajar, serta menumbuhkan perilaku positif dalam kehidupan sehari-hari. Guru berperan krusial sebagai perencana tema, fasilitator, dan teladan dalam proses pembelajaran. Disimpulkan bahwa strategi pembelajaran tematik merupakan pendekatan yang efektif dan relevan untuk meningkatkan kualitas pendidikan *Aqidah Akhlak* di madrasah, sekaligus mendukung terwujudnya generasi yang beriman, berakhlak mulia, dan bertanggung jawab secara sosial.

Received : 1 November 2025; Revised: 30 November 2025; Accepted: 28 December 2025



<http://doi.org/10.55080/jpn.v4i3.214>

This is an open access article under the [CC-BY](#) license

1. Introduction

Islamic religious education plays an important role in shaping the character and personality of students to become individuals who have faith, piety, and noble character (Abidin et al., 2022). Among the subjects that are at the core of Islamic Religious Education are moral beliefs. Through the learning of moral beliefs, students are directed to understand the values of faith and practice them in their daily lives. However, in reality, the learning process of *aqidah akhlak* at the level of Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) has often not run optimally (Afifah et al., 2025). Many students understand the concepts of faith and morals theoretically, but have not been able to display behaviours that reflect these values in their daily lives. This shows that learning *aqidah akhlak* needs to be developed with a more interesting and contextual strategy so that its meaning is more easily absorbed by students (Poniah & Hasan, 2025).

The development of the times and the rapid flow of globalisation have a great influence on the mindset and behaviour of the younger generation (Hooijsma & Juvonen, 2021). Information that comes from various sources is often not filtered properly, which can affect their moral and moral values (Lashire & Ringmu, 2024). Therefore, Islamic educational institutions are required to innovate in learning methods and strategies in order to be able to instil the values of *aqidah* and morals more effectively. One of the strategies that is considered relevant and potentially able to answer these challenges is the thematic learning strategy (Tulus et al., 2024). This strategy allows students to learn through themes that are close to real life, so that the learning process not only emphasises the cognitive aspect, but also touches the affective and psychomotor domains.

Thematic learning strategies depart from the principle of integration between various concepts, values, and experiences that form a unity of meaning (Zhang et al., 2025). In the context of learning *aqidah akhlak*, this approach can help teachers connect faith and moral values with the situation that students are really experiencing (Haidar, 2025). For example, the theme of responsibility can be associated with honesty in doing tasks, concern for friends, and discipline in carrying out worship. In this way, students not only hear theories about morals but

also understand the importance of practising them in daily activities. This makes learning more meaningful, fun, and has a real impact on the development of students' character (Aisyah, 2024).

Thematic learning provides a great opportunity for teachers to innovate in developing teaching materials and learning media (Satrio & Amini, 2024). Teachers can use a variety of approaches, such as group discussions, educational games, case studies, social projects, and self-reflection (Wright et al., 2024). These approaches can foster students' motivation to learn, curiosity, and active participation. On the other hand, this strategy also makes it easier for teachers to conduct a thorough assessment because every activity that students do reflects their thinking skills, attitudes, and behaviours (Wright et al., 2024). Thus, thematic learning can help achieve the main goal of moral *aqidah* education, which is to form Muslim individuals who have faith, knowledge, and morals.

Previous studies have shown that thematic learning can improve students' understanding of concepts and emotional involvement in learning activities. Students feel happier when the subject matter is linked to their own experiences (Rajab, 2024). In the context of learning moral beliefs, this strategy is also likely to increase religious awareness and positive behaviour of students. Through the integration of themes, students not only understand Islamic teachings as a theory, but also make them a guideline for life. However, the implementation of thematic learning strategies in madrasas still faces a number of challenges, such as limited time, teacher readiness, and the availability of appropriate learning media. Therefore, this research is important to provide a real explanation of how thematic learning strategies can be applied effectively in improving the assessment of moral beliefs in MTs and MA.

The application of thematic learning strategies is also expected to increase the bond between teachers and students. The interaction that occurs in the thematic learning process is two-way, where students are given space to express opinions, ask questions, and work together in groups. Teachers play the role of facilitators who direct the learning process, not just convey information. With an open and interactive classroom atmosphere, students feel more valued and motivated to participate actively. This has a positive effect on improving learning outcomes, both from cognitive and non-cognitive aspects (Mh et al., 2025).

The application of thematic learning strategies in moral beliefs also contributes to the formation of students' religious character. Values such as discipline, responsibility, honesty, cooperation, and compassion can grow naturally through well-designed learning activities. For example, in the theme "Honesty in Daily Life", students are invited to discuss the importance of honesty in interacting, expressing opinions, or doing assignments. From this simple activity, students learn to assess and improve their own behaviour. With such an approach, moral beliefs education is no longer understood only as memorisation of concepts, but as a process of forming a real personality and morals.

The urgency of this research is even clearer when looking at the condition of some madrasah students who are still experiencing difficulties in internalising religious values. Phenomena such as declining discipline in worship, lack of respect for teachers, and weak social responsibility show that moral creed education has not fully succeeded in forming character according to expectations. Therefore, innovation in learning strategies is absolutely necessary so that religious values can be conveyed in a more effective and relevant way in students' lives.

Thematic learning offers solutions that are able to touch the intellectual, emotional, and spiritual aspects of students at the same time, as the learning focuses on the integration between knowledge and life experiences (Sari & Ihsan, 2025).

Based on this background, this study is focused on analysing the application of thematic learning strategies in improving the assessment of moral beliefs in MTs and MA students. This research is expected to contribute to teachers, educational institutions, and related parties in developing a learning model that is more creative, applicable, and in accordance with the needs of students. In addition, the findings of this study can also be a reference for future researchers in examining thematic learning strategies in the context of other subjects, especially those related to character formation and moral values.

2. Methods

This research applies a qualitative approach through the library research method. This method was chosen because the research is focused on collecting and analysing data sourced from various literature, such as scientific articles, educational journals, textbooks, and previous research results related to the topic of thematic learning strategies in improving the assessment of moral beliefs in MTs/MA students. Literature research is carried out by examining and studying in depth various written sources to find concepts, theories, and research results that support the formulation of new ideas (Waruwu, 2023). In this context, the researcher does not conduct field observations, interviews, or direct documentation, but analyses secondary data that has been published by previous researchers. The research stage begins with data collection, namely by browsing the literature through a database of relevant national and international journals. The selection of scientific articles that focus on the theme of thematic learning, *moral aqidah* education, and strengthening students' religious character. After that, a content analysis is carried out on each article to identify patterns, similarities, and differences in previous research results. The next step is data reduction, namely selecting information that is in accordance with the focus of the research, then presenting data in the form of a descriptive description that describes the relationship between thematic learning strategies and improving the assessment of moral beliefs. Furthermore, the researcher drew conclusions based on the results of the synthesis of various sources. The validity of the data is strengthened by triangulating sources, which involves comparing the results of studies from several articles in order to obtain a complete and unbiased understanding. Through this method, the researcher seeks to provide a comprehensive overview of how thematic learning strategies have been applied by various educational institutions and how these strategies contribute to improving the understanding and assessment of students' morals in madrasas.

3. Result and Discussion

Based on the results of a study of a number of relevant articles, it was found that thematic learning strategies have a positive influence on the improvement of the assessment of students' moral beliefs in various madrasas. From the results of the literature search, most of the research shows that thematic learning is able to create a more contextual, fun, and meaningful learning process for students. The articles studied show that in thematic learning strategies, teachers integrate the values of moral beliefs with real-life themes such as honesty, responsibility, good manners,

cooperation, and social concern. This approach makes it easier for students to understand religious values and apply them in their daily behaviour. In addition, thematic learning encourages active student engagement through discussions, reflections, and collaborative activities that foster empathy and a sense of responsibility.

Other findings suggest that thematic learning strategies also help teachers in conducting more comprehensive assessments. Assessments not only focus on the ability to memorise the material, but also include aspects of students' attitudes and character. Some articles confirm that after the implementation of this strategy, students show an increase in discipline, respect for teachers, and activity in religious activities at school. From the results of a comparison of various studies, it can be concluded that the success of thematic learning strategies in improving the assessment of moral beliefs is influenced by several factors, including teachers' creativity in designing themes, the suitability of learning media, and the support of the school environment. Although there are several obstacles, such as limited time and teachers' ability to formulate themes, in general, the results of the study show that thematic learning strategies are an effective and relevant approach applied in madrasas. Thus, the results of this literature review confirm that thematic learning not only improves cognitive aspects but also shapes students' religious and moral character more deeply. This strategy can be used as an alternative by teachers of moral beliefs in creating an active, reflective learning process and instilling Islamic values in a real and sustainable manner.

3.1. *The Concept of Thematic Learning Strategies*

Thematic learning strategies are one of the approaches that emphasise the integration of various subjects in one specific theme. This strategy departs from the idea that students will more easily understand concepts when the subject matter is presented in its entirety and not in isolation. In the context of learning *aqidah akhlak* in madrasas, thematic strategies can be applied by connecting the values of faith, morals, and noble behaviour to various aspects of real life. For example, the theme of honesty can be associated with Qur'anic verses, the Prophet's exemplary stories, as well as its application in social life at school and home. Through this strategy, students not only know the concept of honesty in terms of theory, but can also internalise these values in their daily attitudes and actions.

Teachers have a central role in designing engaging and meaningful thematic learning. The first stage that teachers do is to determine the main theme that is in accordance with the basic competencies and learning objectives. The chosen theme must be relevant to the student's life so that it is easy to understand and live. The next stage is to relate the theme to materials from various competencies, such as faith in Allah, morality towards others, or responsibility as a Muslim. In this case, teachers need to be creative in choosing learning methods such as discussions, role-playing, case studies, or collaborative projects so that students are actively involved in the learning process (Rusmiyati & Soleh, 2022).

In addition, thematic learning strategies require teachers to be able to assess the achievement of competencies comprehensively, not only in terms of knowledge but also in terms of attitudes and abilities. This is important because moral *aqidah* education does not only emphasise conceptual understanding, but also the formation of character and attitudes in accordance with Islamic values. Therefore,

the application of thematic strategies can be an effective means in forming a Muslim personality that is complete, moral, and has strong faith.

The findings in this subchapter show that thematic learning strategies are understood as approaches that integrate various concepts through a specific theme so that students can understand the material as a whole. In the context of *Aqidah akhlak*, thematic learning helps to unite the concepts of values, behaviours, and real experiences so that learning becomes more contextual and meaningful.

Table 1. Thematic learning strategy

Findings	Brief Discussion
Thematic learning combines several concepts in one theme.	Help students understand the relationships between materials and apply them in life.
The chosen theme relates to the student experience.	Cultivate motivation because the material feels close to real life.
This approach emphasises meaning, not memorisation.	It is easier for students to remember and appreciate moral values.

3.2. *The Relationship of Thematic Learning Strategies with Learning Aqidah akhlak*

Aqidah akhlak is one of the core subjects in madrasas, which has the purpose of forming students to have the right belief in Allah SWT and behave in accordance with religious guidance. However, in practice, many students still find these lessons theoretical and less interesting. The application of thematic learning strategies is present as a solution to bridge these gaps. By integrating the values of moral beliefs into real-life themes, learning becomes more relevant and meaningful for students (Hasan & Zubairi, 2023).

Through thematic learning, teachers can connect moral values with various situations that students often face, such as socialising, social media use, discipline, and responsibility for schoolwork. For example, the theme "Discipline is a Mirror of Faith" can be used to instil the value that punctuality in prayer and learning is a form of obedience to Allah SWT. In this way, students not only understand the concept of discipline as a school rule, but also as part of the morals of a responsible Muslim. This approach has been proven to increase students' moral awareness and form positive behaviour in a sustainable manner (Jumati, 2024).

Thematic learning strategies also encourage students' emotional involvement in the learning process. They feel close to the material being taught because it is directly related to personal experience. In addition, teachers can use a collaborative approach, where students are invited to work together in groups to complete a thematic task or project. This kind of activity fosters a sense of empathy, responsibility, and solidarity among students, which is an important part of the formation of *moral karimah*. Thus, thematic learning strategies not only add insight but also strengthen students' faith and spiritual character.

The findings in this subchapter state that thematic learning strategies have a close relationship with the learning objectives of *Aqidah akhlak*. The integration of theme concepts with moral values helps teachers to convey the material more comprehensively, so that students learn *aqidah* and morals not only theoretically but also through practice.

Table 2. Close relationship with the learning objectives of *Aqidah akhlak*

Findings	Brief Discussion
The theme makes it easier to associate the material of faith with real conditions.	Students understand that Islamic morals play a role in daily activities.
Moral values are easier to internalise through thematic activities.	Learning does not stop at concepts, but at practice.
Learning motivation increases when material is associated with the student's experience.	Helps strengthen moral awareness and spiritual understanding.

3.3. *Improving the Evaluation of Aqidah akhlak Through the Thematic Approach of Aqidah akhlak*

Assessment of learning moral beliefs includes three main domains, namely cognitive, affective, and psychomotor. The cognitive realm is related to the understanding of the concepts of faith and morality, the affective realm is related to the attitudes and values that are instilled, while the psychomotor realm reflects real actions that show the internalisation of these values. In the application of thematic learning strategies, assessments can be carried out more comprehensively because students are directly involved in activities that show their behaviour and attitudes naturally (Arlina et al., 2024).

Teachers can assess the moral aspects of students through observation during learning activities. For example, when students work in groups, teachers can notice if they show an attitude of cooperation, honesty, and responsibility. Meanwhile, for the cognitive aspect, assessment can be done through written assignments, personal reflections, or group presentations. With the thematic learning model, assessments are not only carried out at the end of the lesson, but also during the learning process. This allows teachers to assess students' spiritual and moral development on an ongoing basis (Fitria & Masnawati, 2024).

The improvement in the results of the assessment of moral beliefs through thematic learning can also be seen from changes in student behaviour outside the classroom. Many teachers report that students become more polite, disciplined, and caring for their peers after participating in learning based on moral and religious themes. Thus, this approach not only increases academic grades but also has a positive influence on personality formation. This success is certainly inseparable from the role of teachers who are able to design relevant, meaningful, and emotionally challenging learning activities for students (Pradnyawati et al., 2025).

The findings in this subchapter confirm that the thematic approach has a positive effect on the process of assessing *Aqidah akhlak*. Each student activity in thematic learning reflects an improvement in understanding, attitude, and behaviour so that teachers can conduct assessments comprehensively.

Table 3. Positively Influences the Process of Assessing Faith and Morals

Findings	Brief Discussion
Attitude assessment is easier to do through thematic activities.	Activities such as discussions, projects, and case studies showcase student behaviour firsthand.

The understanding of the concept of <i>aqidah</i> increases when it is associated with the daily context.	Themes help visualise abstract concepts into real experiences.
Thematic learning reinforces character values.	Changes in students' positive behaviour are seen in daily interactions.

3.4. The Role of Teachers in the Implementation of Thematic Learning Strategies

Teachers are the main key to the success of implementing thematic learning strategies. In the context of madrasas, teachers of moral beliefs not only play the role of teachers, but also serve as role models and spiritual guides for students. Therefore, teachers must be able to integrate Islamic values into every learning activity. Careful preparation is very necessary, starting from theme planning, determining methods, and evaluating learning outcomes. Teachers need to understand the characteristics of students so that the theme chosen is in accordance with their level of development (Nuryanti et al., 2025).

In addition, teachers must be creative in using learning media. The use of short videos, inspirational stories, simulations, or educational games can increase students' interest and attention. For example, in the theme "Honesty Brings Goodness", teachers can show a video about the impact of honesty and lies, then invite students to discuss to conclude the moral values contained in it. This kind of approach makes learning more lively and contextual. Thus, students not only hear advice but also see concrete examples that they can emulate (Ulfah, 2021).

Teachers also need to reflect on the learning process that has been done. This reflection is useful to assess the extent to which thematic strategies are effective in improving the assessment of moral beliefs. If problems are found, teachers can make adjustments to the theme, method, or method of assessment to better suit the needs of students. Through a reflective and open attitude towards innovation, teachers can continue to develop a better quality of learning and have a real impact on the formation of students' character (Krisnajaya et al., 2024).

The findings in this subchapter show that teachers have a large role in the success of thematic learning. Teachers act as activity planners, facilitators, motivators, and role models. The quality of the implementation of thematic strategies is highly dependent on the creativity of teachers in developing learning themes and activities.

Table 4. The Role of Teachers in Implementing Thematic Learning Strategies

Findings	Brief Discussion
The teacher plans the theme and connects it with the material of <i>Aqidah akhlak</i> .	The success of the implementation depends on the accuracy of the theme used.
Teachers guide the learning process to be more interactive.	The role of teachers affects student participation and understanding.
Teachers conduct assessments through thematic activities.	Assessments become more authentic because they are based on student behaviour.

3.5. *Impacts and Challenges in the Implementation of Thematic Strategies*

Although thematic learning strategies provide many benefits, their implementation cannot be separated from various challenges. One of the main obstacles is the limited time in developing an integrated theme with various basic competencies. Some teachers still find it difficult to relate the material of *Aqidah akhlak* to the theme of real life due to the lack of references and training. In addition, the large number of students in one class sometimes makes it difficult for teachers to conduct in-depth attitude assessments.

However, these challenges can be overcome with cooperation between teachers and support from the madrasah. Teachers can create working groups (MGMPs) to share ideas on themes, learning tools, and assessment instruments. Madrasah can also provide regular training on the development of character-based thematic learning. With this support, the implementation of this strategy will be more effective and sustainable (Bahrudin et al., 2024).

The positive impact of this strategy is felt when students begin to show significant behavioural changes. Students become more polite, caring, and have higher social responsibility. They not only understand moral values as a theory, but also seek to apply them in real life. This improvement shows that thematic learning strategies can be an important innovation in character education in madrasahs (Neliwati et al., 2023).

The findings in the subchapter show that the application of thematic strategies has a positive impact on increasing learning interest, student participation, and character strengthening. But on the other hand, teachers also face challenges related to facilities, time, and readiness to develop theme-based activities.

Table 5. Impact and Challenges in Implementing Thematic Strategies

Findings	Brief Discussion
Thematic learning increases student motivation and engagement.	Collaborative activities make students more active and enthusiastic.
Moral values are easier to understand and practice.	The integration of themes makes it easier for students to see the direct benefits of the material.
Teachers face obstacles such as limited facilities and time.	This challenge requires innovation and madrasah support.

3.6. *The Relevance of Thematic Strategies to Education in Madrasah*

Madrasah, as an educational institution with Islamic characteristics, has a great responsibility in forming a generation with good morals. Therefore, the application of thematic learning strategies is very relevant to the purpose of madrasah education. Through this approach, teachers can instil religious values in a more contextual way and touch on the affective aspects of students. This strategy also supports the Merdeka curriculum that emphasises project- and character-based learning, where students are at the centre of the learning process. In addition, thematic strategies can strengthen religious culture in the school environment. Themes such as "Becoming a Resilient Muslim", "Help-Helping in Kindness", or "Love of the Environment as a Form of Faith" can enliven an Islamic and inspiring learning atmosphere. Thus, learning does not only take place in the classroom, but also permeates students' daily activities. This strategy also helps madrasahs in

realising the vision and mission of the institution to produce a generation of knowledge, faith, and noble character (Krisnajaya et al., 2024).

The findings in this subchapter show that thematic learning strategies are very relevant to the goals of madrasah education, which emphasise the formation of noble morals, faith, and life skills. The thematic approach is in line with the vision of the madrasah, which requires the integration of knowledge, charity, and character.

Table 6. The Relevance of Thematic Strategies to Education in Religious Schools

Findings	Brief Discussion
The thematic strategy is in accordance with the vision of the madrasah in the formation of karimah morals.	The themes chosen strengthen Islamic behaviour.
Thematic learning develops critical thinking and religious attitudes.	The reflection process encourages students to get to know themselves and their environment.
This approach supports the integration between science and real life.	Students learn that moral values are important in daily activities.

4. Conclusion

The implementation of thematic learning strategies in the *Aqidah Akhlak* course at MTs/MA aims to enhance students' knowledge, appreciation, and comprehensive application of Islamic values through the integration of real-life themes into the learning process. This strategy has proven effective in shaping students' religious character because it balances cognitive, affective, and psychomotor aspects. Through relevant themes, such as honesty, responsibility, and mutual assistance, students are able to understand moral concepts not only theoretically but also through direct experiences that foster spiritual and social awareness. Teachers play a crucial role as designers, facilitators, and role models in creating a contextual and meaningful learning environment, thereby enabling a comprehensive and sustainable assessment of moral convictions. Research findings from various articles indicate that thematic learning can enhance students' interest, participation, and positive behaviour in daily life. Thus, thematic learning strategies can serve as an effective and relevant approach to improving the quality of *Aqidah Akhlak* education while supporting the madrasah's objectives in shaping a generation that is faithful, virtuous, and possesses a high sense of moral responsibility.

5. References

- Abidin, Z., Destari, D., Arifin, S., & Agustiani, M. (2022). Implementation of Islamic Religious Education Learning and Character in the New Normal Era. *Al-Hayat: Journal of Islamic Education (AJIE)*, 6(1). <https://doi.org/10.35723/ajie.v6i1.239>
- Afifah, A. M., Tumin, T., & Iskandar, I. (2025). Analysis of the Akidah Akhlak Textbook to Strengthen Students' Moral Character and Spiritual Values Received: Revised: Accepted: Analysis of Akidah. *JIE (Journal of Islamic Education)*, 10(2). <https://doi.org/10.35723/jie.v10i2.643>

- Aisyah, S. (2024). Penerapan Model Pembelajaran Problem Based Learning (PBL) untuk Meningkatkan Motivasi Belajar Peserta Didik Kelas XII Pada Mata Pelajaran Akidah Akhlak di MAN 1 Hulu Sungai Utara. *STRATEGY: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 3(4), 313–324. <https://doi.org/10.51878/strategi.v3i4.2565>
- Arlina, A., Putri, A., Aisyah, N., & Siregar, A. R. P. (2024). Implementasi Strategi Pembelajaran Inquiry pada Mata Pelajaran Akidah Akhlak di MTs Pondok Pesantren Modern Darul Hikmah TPI Medan. *Tarbiatuna: Journal of Islamic Education Studies*, 4, 384–398.
- Bahrudin, N., Alhan, K., & Sunandar, D. (2024). Strategi Guru Aqidah Akhlak dalam Pendidikan Karakter. *Jurnal Dakwah Dan Penyuluhan Islam*, 3(2), 72–79. <http://ejurnal.stidkis-almardliyyah.ac.id/index.php/El-Fatih/article/view/35>
- Fitria, N., & Masnawati, E. (2024). Analisis Kurikulum Merdeka Belajar Materi Aqidah Akhlak di SMK YPPI Surabaya. *Molang: Journal Islamic Education*, 02(02). <https://doi.org/doi.org/10.32806/jm.v2i02.817>
- Haidar, A. A. (2025). Contextual Teaching and Learning in Islamic Education: A Comparative Study at Two Pesantren-Based Schools. *MUMTAZ: Jurnal Pendidikan Agama Islam*, 5(1).
- Hasan, Z., & Zubairi, Z. (2023). Strategi dan Metode Pembelajaran Akidah Akhlak. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, 02(01). <https://doi.org/10.36769/tarqiyatuna.v2i1.312>
- Hooijsma, M., & Juvonen, J. (2021). Two sides of social integration : Effects of exposure and friendships on second- and third-generation immigrants as well as majority youth's intergroup attitudes. *International Journal of Intercultural Relations*, 80(November), 51–63. <https://doi.org/10.1016/j.ijintrel.2020.10.008>
- Jumati, E. (2024). Strategi Pembelajaran Aqidah Akhlak dalam Membentuk Karakter Anak di MTSN 2 Tanjung Jabung Timur. *Literasi Kita Indonesia*, 5, 7–14. <https://doi.org/10.47783/jurpendigu.v4i1>
- Krisnajaya, B., Khadafi, M., & Nurlaili, N. (2024). Strategi Pembelajaran Akidah Akhlak Dalam Membentuk Perilaku Baik Siswa. *TARLIM Jurnal Pendidikan Agama Islam*, 7(2), 231–240. <https://doi.org/10.32528/tarlim.v7i2.2394>
- Lashire, A. H., & Ringmu, H. S. (2024). The Impact of Social Media on Moral Values among Young Adults in Cameroon Secondary Schools in the Centre Region. *International Journal of Research and Innovation In Social Science (IJRISS)*, VIII(XII). <https://doi.org/10.47772/IJRISS.2024.8120012>
- Mh, K., Lubis, P., & Rahman, A. (2025). Problem Based Learning dalam Pembelajaran Akidah Akhlak : Upaya Meningkatkan Hasil Belajar Siswa Kelas VII MTs . Istiqlal Medan Marelan. *AlBiruni Journal of Islamic Education and Socio-Cultural Studies*, 1(1), 123–142. <https://albirunijournal.id/index.php/bjies/en/article/view/11>
- Neliwati, N., Oktafera, A., Fauziyah, N., & Putri, A. (2023). Strategi pembelajaran inkuiri pada mata pelajaran akidah akhlak. *TA'LIMUNA*, 12(2), 118–127.

<https://doi.org/10.32478/talimuna.v12i2.1691>

- Nuryanti, N., Majid, A., & Farida, N. (2025). Implementasi Strategi Pengembangan Interpersonal dan Intrapersonal Intelligence Siswa melalui Pembelajaran Akidah Akhlak di Kelas XI MA Ma'arif NU Pituruh Purworejo. *Ikhlas : Jurnal Ilmiah Pendidikan Islam*, 2(3). <https://doi.org/10.61132/ikhlas.v2i3.992>
- Poniah, P., & Hasan, M. (2025). Strategi Cooperative Learning Berbasis Ekoteologi dalam Pembelajaran Akidah Akhlak untuk Kesadaran Kolektif Lingkungan Madrasah. *Jurnal Manajemen Dan Pendidikan Islam*, 04(02), 74–86. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/4348>
- Pradnyawati, I. G. A. W., Suastika, I. N., Utami, A. A. I. D. A., Wijaya, I. P. A. F. P., Pertiwi, N. K. S. I., Kadek, N., Juliastri, D., Gayatri, N. K. A. K. D., & Dewi, K. E. (2025). The Application of the Snowball Throwing Learning Model as a Strategy to Increase Student Learning Motivation in Pancasila Education. *Jurnal Media Komunikasi Pendidikan Kewarganegaraan Undiksha*, 7(April), 1–7. <https://doi.org/10.23887/jmpppkn.v7i1.6045>
- Rajab, S. A. (2024). Application of Contextual Approach to Student Learning Motivation in Islamic Education Learning Points at SD Negeri Leungah. *Jurnal Profesi Guru Indonesia*, 1(20), 283–295. <https://doi.org/10.62945/jpgi.v1i3.661>
- Rusmiyati, R., & Soleh, W. (2022). Strategi Guru Akidah Akhlak dalam Mengimplementasikan Metode Uswah Hasanah di Madrasah Ibtidaiyah Nurul Hasanah Desa Sungai Gelam Kecamatan Sungai Gelam Kab. Muaro Jambi. *Jurnal Mikraf: Jurnal Pendidikan*, 3(2), 19–32. <https://doi.org/10.70338/mikraf.v3i2.111>
- Sari, E. D. J. R., & Ihsan, M. (2025). Penggunaan Metode Pembelajaran Berbasis Game Based Learning dalam Meningkatkan Pemahaman Aqidah Akhlak Siswa Kelas III MI As'adiyah Bontang Tahun Pelajaran 2024 / 2025. *Nabawi: Jurnal Penelitian Pendidikan Islam*, 3(September). <https://ejournal.stitsyambtg.ac.id/index.php/nabawi/article/view/182>
- Satrio, A., & Amini, R. (2024). Development of Integrated Thematic Teaching Materials with the Discovery Learning Model Using Adobe Flash CS6 Interactive Multimedia. *Journal of Research in Science Education*, 10, 466–474. <https://doi.org/10.29303/jppipa.v10iSpecialIssue.7793>
- Tulus, T., Aunurrahman, A., Halida, H., Dahlan, H., Wigati, N., & Mulya, H. (2024). Thematic approach and its effectiveness in improving learning outcomes, motivation, and critical thinking in natural and social sciences. *Journal of Advanced Sciences and Mathematics Education*, 4(2), 207–218. <https://doi.org/10.58524/jasme.v4i2.475>
- Ulfah, E. (2021). Strategi Pembelajaran Tematik Akidah Akhlak di Madrasah Ibtidaiyah (MI). *Jurnal Darussalam*, 22(2), 19–28. <https://doi.org/10.58791/drs.v22i02.554>
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.

- Wright, A. L., Irving, G. L., Pereira, S., & Staggs, J. (2024). An Instructional Innovation That Embeds Group Learning in Case Teaching : The Table Case Method. *Journal of Management Education*, 48(3). <https://doi.org/10.1177/10525629231216642>
- Zhang, C., Wang, P., Zeng, X., & Wang, X. (2025). A case study on developing students' problem-solving skills through interdisciplinary thematic learning. *Frontiers in Organizational Psychology*.