



Integration of Simple Media and Technology in Akidah Akhlak Learning: Strategies, Challenges, and Utilization

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Abstract

The development of information and communication technology has influenced teaching practices in various educational contexts, including Islamic education. In Aqidah Akhlak learning, the use of instructional media is essential because the subject matter emphasizes abstract concepts and moral values that must be internalized by learners. This paper aims to describe the role and importance of simple media and simple technology in supporting Aqidah Akhlak learning. The study employs a qualitative descriptive approach through a review of relevant literature related to instructional media, educational technology, and Islamic education. The discussion shows that simple media, such as visual aids, audio materials, real objects, and basic learning tools, can effectively support students understanding and engagement in learning activities. In addition, simple technology is considered more appropriate for value-based learning because it encourages focus, interaction, and reflection without excessive dependence on complex digital devices. The use of simple media and technology also reflects Islamic educational practices that emphasize simplicity, relevance, and meaningful learning. Therefore, the integration of simple media and technology can be an effective alternative for improving the quality of Aqidah Akhlak learning, particularly in educational environments with limited facilities.

INTRODUCTION

The rapid development of information and communication technology has encouraged continuous innovation in teaching and learning processes. Teachers are no longer positioned as the sole source of knowledge, but rather as facilitators who design meaningful learning experiences for students (Sadiman et al., 2019). Instructional media have been proven to enhance students' attention, learning motivation, and knowledge acquisition. In Aqidah Akhlak learning, instructional media play a particularly important role because the subject matter involves abstract concepts and the internalization of moral and religious values into students' daily behavior (Muhaimin, 2014). Without appropriate media support, these values are often difficult for learners to understand and apply in real-life situations.

The use of media and simple technology in Aqidah Akhlak learning has become increasingly important in contemporary Islamic education. Along with the advancement of educational technology, teachers are expected to be more creative and innovative in selecting learning media that are appropriate to students' characteristics and learning needs. Simple media and technology can serve as effective tools to make learning more interactive, contextual, and meaningful. In addition, the integration of instructional media into Aqidah Akhlak learning can help students better understand moral and religious values, encourage active participation, and create a more engaging learning atmosphere.

However, in practice, many teachers still rely heavily on conventional teaching methods and make limited use of instructional media and simple technology in the learning process. This condition may reduce students' interest and motivation in learning Aqidah Akhlak, especially when the material contains abstract concepts that require concrete illustrations and contextual examples. Therefore, the use of appropriate media and simple technology is needed to support the effectiveness of learning and to facilitate the internalization of Islamic values in students' daily lives.

This paper discusses several key aspects related to the use of media and simple technology in Aqidah Akhlak learning, including the concept of instructional media and simple technology, their urgency in Aqidah Akhlak education, the types of media and simple technology that can be applied, as well as examples of their implementation along with their strengths and limitations. The discussion is expected to provide both theoretical and practical contributions by offering references and inspiration for educators in applying instructional media to improve the quality of Aqidah Akhlak learning.

METHOD

This study uses a qualitative descriptive approach through library research. Library research is a method that relies on written sources such as books, journals, scientific articles, and other academic documents as the primary data in analyzing a particular issue (Zed, 2014). The data were collected from relevant books, scientific journals, conference proceedings, and authoritative academic sources related to instructional media, educational technology, and Islamic education. The literature sources were selected based on their relevance, credibility, and contribution to the discussion of media and simple technology in Aqidah Akhlak learning.

The collected data were analyzed using content analysis techniques by identifying, classifying, and organizing key concepts, theoretical perspectives, and practical examples concerning the use of simple media and technology in the learning process. Content analysis is used to interpret and systematically understand the meaning contained in various written sources (Krippendorff, 2018). The analysis focused on explaining the concepts, urgency, types, implementation, advantages, and limitations of instructional media and simple technology in Aqidah Akhlak learning. In addition, this study emphasizes how instructional media can support students' understanding of abstract religious concepts and facilitate the internalization of moral and Islamic values in daily life.

To ensure the validity and consistency of the analysis, the researcher compared and synthesized various relevant references from different academic sources. The findings of the study are presented descriptively and systematically in order to provide a comprehensive understanding of the role of simple media and technology in improving the quality, effectiveness, and attractiveness of Aqidah Akhlak learning. This qualitative descriptive approach is considered appropriate because it allows researchers to explore concepts and educational phenomena in depth and comprehensively (Creswell, 2014).

FINDINGS AND DISCUSSION

Instructional media refer to anything that can be used to deliver messages in a way that stimulates students' attention, interest, thoughts, and feelings in the learning process. Arsyad explains that instructional media are not limited to technological tools but also include simple materials that can be utilized in learning activities. Arsyad further emphasizes that instructional media function as physical tools used to convey learning content to students (Arsyad, 2017). Instructional media can be categorized into several types based on their characteristics and functions in the learning process. Visual media include materials that present information through visual elements, such as pictures, charts, posters, and diagrams. Audio media refer to learning resources that rely on sound, including recordings, speeches, and recitations. Audiovisual media combine visual and audio components, such as videos and animations, allowing learners to receive information through both sight and sound simultaneously. Real objects are instructional media that utilize tangible materials from the real environment, enabling students to observe and interact directly with learning materials. In addition, simple media consist of instructional tools made

from easily available materials in the surrounding environment, emphasizing simplicity, creativity, and contextual learning.

Simple Media in the Perspective of Islamic Education

In Islamic education, the Prophet Muhammad ﷺ frequently used simple objects in teaching, such as drawing lines on the ground to explain the straight and deviant paths (HR. Ahmad, Musnad Ahmad No. 4142). This practice demonstrates that simple media are effective in teaching abstract concepts.

a. The Concept of Simple Media

Simple media are instructional tools that use inexpensive and easily accessible materials, such as paper, clay, small stones, string, handmade pictures, and similar items. These media emphasize the creativity of teachers rather than technological sophistication.

b. The Urgency of Simple Media

The urgency of using simple media in learning lies in their ability to simplify abstract concepts, increase student participation, support the internalization of values, provide flexibility for use in various learning situations, and align with the guidance of the Sunnah, which often employs simple analogies in teaching.

c. Principles of Simple Media Design

The design of simple instructional media should be based on several important principles to ensure their effectiveness in Aqidah Akhlak learning. Simple media need to be relevant to the learning material so that they directly support the achievement of instructional objectives. The materials used should be easily available in the surrounding environment and simple to produce, allowing teachers to prepare them without difficulty. In addition, simple media must be safe for students to use and should encourage interaction and reflection, enabling learners to actively engage with the material and internalize moral and religious values.

d. Advantages and Limitations of Simple Media

The use of simple media offers several advantages in the learning process. Simple media are generally inexpensive, easy to make, and contextual, making them suitable for various learning environments. They also help enhance students' understanding by presenting learning materials in a more concrete and meaningful way. However, simple media also have certain limitations. They may be less engaging if not designed creatively and often require additional preparation time from teachers to ensure their effective use in the classroom.

e. Examples of Simple Media for Aqidah Materials

In Aqidah learning, simple media can be applied in various forms to help students understand fundamental concepts of faith. For example, the meaning of faith can be explained using illustrated paper charts in the form of a "tree of faith," while the pillars of faith can be introduced through concept cards. The concept of destiny (qadar) can be taught using cause-and-effect illustrations with plant seeds, and understanding of the Hereafter can be supported through a simple timeline created from colored paper.

f. Examples of Simple Media for Akhlak Materials

Simple media are also widely used in Akhlak learning to foster moral behavior and character development. An honesty box can be used to cultivate the value of honesty, while a classroom task chart helps students develop a sense of responsibility. Patience can be encouraged through the use of a simple daily journal, and the value of mutual assistance can be taught through situational card games that promote cooperation and empathy among students.

Simple Technology in Learning

Simple technology refers to instructional tools that do not require complex digital devices, are easy to operate, affordable, and practical for use in learning activities (Heinich et al., 2012). According to Seels and Richey, educational technology encompasses the theory and practice involved in the design, development, utilization, management, and evaluation of learning processes and resources (Seels & Richey, 1994). This understanding emphasizes that technology is not limited to digital tools, as traditional media can also be considered technology when they function to enhance the learning process. In this

context, simple technology includes various forms of instructional media and learning tools that do not require complex operating systems, can be made from inexpensive materials, are easy to use, and have a significant pedagogical impact (Sudjana & Rivai, 2010).

Simple technology can be found in various forms, such as static visual media including pictures, posters, cards, and flannel boards; simple audio media such as recorded lectures and Qur'anic recitations; simple audiovisual media such as short videos and basic animations; teaching aids such as miniatures of the Ka'bah and historical maps; and educational games, including moral value cards and faith-based board games. The integration of simple technology in Islamic education should be guided by several important principles, including alignment with Islamic values and teachings, practical usefulness for educational purposes, simplicity and ease of use, and effectiveness in supporting the internalization of moral and religious values (Muhaimin, 2012).

The Urgency of Simple Technology in Aqidah Akhlak Learning

The digital era presents various challenges for Aqidah Akhlak learning, including information disruption, changes in learning behavior, and moral distractions. In this context, Aqidah Akhlak education is required to be responsive to technological developments while remaining proportional and not overly dependent on advanced technology. Simple technology plays an important role in facilitating students understanding of learning materials by making abstract concepts more concrete, such as explaining belief in angels, increasing students' attention during learning activities, and assisting teachers in conveying moral values more clearly and effectively. In addition, simple technology is closely aligned with Islamic values because it helps reduce the distractions commonly associated with digital media, thereby creating a learning environment that is more conducive to value-based learning and character development.

Aqidah Akhlak Learning

Aqidah Akhlak learning is a form of education that aims to instill religious beliefs and develop Islamic character through guidance, exemplary behavior, habituation, and the teaching of religious knowledge (Departemen Agama RI, 2015). Moral values in Aqidah Akhlak learning are not merely to be understood at the cognitive level, but must also be practiced and reflected in students' daily lives.

Implementation of Media and Simple Technology in Aqidah Akhlak Learning

a. Urgency of Media Use

Instructional media play a very important role in Aqidah Akhlak learning because they help students understand abstract concepts in a more concrete and enjoyable way. According to Hamalik, the use of instructional media influences the improvement of learning motivation and learning outcomes (Hamalik, 2018). This is relevant to moral formation because learning motivation greatly determines the success of students' religious behavior.

b. Types of Media and Simple Technology

Table 1. Types of Media, Examples, and Functions

Type of Media	Examples	Functions
Visual media	Moral posters, verse cards, pictures	Explaining Aqidah and Akhlak concepts concretely
Audio media	Recorded sermons, Qur'anic recitations	Supporting moral awareness and worship habituation
Audiovisual media	Exemplary story videos	Inspiring moral behavior and role modeling
Character teaching aids	Behavior boards, attitude cards	Developing positive habits and Islamic character

c. Examples of Implementation

The implementation of media and simple technology in Aqidah Akhlak learning can be carried out through various practical activities. One example is the use of Qur'anic verse cards to introduce textual evidence related to moral values, where students take turns reading the verses and explaining their

meanings, followed by a reflective discussion on attitudes and behaviors that can be practiced in daily life. Another example is the use of a moral behavior board, in which stars or symbols are given to reward students' positive daily behavior, accompanied by weekly evaluations to encourage continuous character development. In addition, exemplary videos can be used by presenting stories of the Prophet and his companions that demonstrate noble character, followed by discussions on moral values and their application in everyday life.

d. Analysis of Advantages and Limitations

Table: 2. Advantages and Limitations of Media Use

Media	Advantages	Limitations
Verse cards	Low cost, participatory	Requires teacher guidance in interpretation
Exemplary videos	Engaging and inspirational	Requires projection facilities
Behavior boards	Encourages habituation and motivation	Requires consistent supervision

The findings of this study indicate that the use of media and simple technology in Aqidah Akhlak learning provides significant benefits in supporting the teaching and learning process. Simple media such as verse cards, moral posters, behavior boards, concept maps, and situational games help students understand abstract concepts of faith and morality in a more concrete and contextual manner. In addition, these media encourage students' active participation, increase learning motivation, and support the habituation of positive Islamic character in daily life.

The study also found that simple technology, including Qur'anic recitations, recorded lectures, short educational videos, and basic audiovisual materials, contributes to creating more engaging and interactive learning experiences. The integration of simple technology enables teachers to deliver moral and religious messages more effectively while maintaining learning activities that are practical, affordable, and aligned with Islamic educational values. However, the effectiveness of media and simple technology depends greatly on teachers' creativity, consistency, and ability to adapt instructional media to students' needs and learning objectives.

CONCLUSION OF FINDINGS

Media and simple technology have an important role in supporting the effectiveness of Aqidah Akhlak learning. The use of instructional media helps teachers present abstract concepts of faith and morality in more concrete, contextual, and meaningful ways, thereby facilitating students' understanding and the internalization of Islamic values in daily life. In addition, the application of simple media and technology contributes to increasing students' motivation, participation, and engagement during the learning process.

Simple media, such as verse cards, moral posters, behavior boards, concept charts, and situational games, can be implemented effectively because they are inexpensive, easy to prepare, and closely related to students' real-life experiences. Likewise, simple technology, including audio recordings, Qur'anic recitations, and exemplary videos, supports the delivery of moral and religious messages in a more attractive and interactive manner. The use of these media and technologies also reflects the principles of Islamic education, which emphasize simplicity, practicality, and meaningful learning, as exemplified by the teaching methods of the Prophet Muhammad ﷺ.

Furthermore, the successful implementation of media and simple technology in Aqidah Akhlak learning depends greatly on teachers' creativity, consistency, and ability to select media that are relevant to learning objectives and students' characteristics. Although simple media and technology have certain limitations, such as the need for teacher guidance and supporting facilities, their advantages in fostering character development and moral habituation are highly significant. Therefore, educators are encouraged to optimize the use of media and simple technology as innovative learning tools to improve the quality of Aqidah Akhlak education and strengthen students' Islamic character in the modern educational context.

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