

The Role of Aqidah Akhlak Teachers in Preventing the Negative Impact of Social Media on Students at MTs Nurul Iman Pomalaa

Wahyuddin Kanna¹, Muh. Iqbal², Muhammad Asra³

Universitas Sains Islam Al Mawaddah Warrahmah Kolaka, Indonesia

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Abstract

The rapid development of information and communication technology has brought major changes to people's lives, including the use of social media among students. Social media provides various benefits, but can also have negative impacts if not used wisely. Therefore, the role of teachers is very important in guiding students to be able to use social media positively and responsibly. This study aims to analyze the learning process of Aqidah Akhlak, identify the negative impacts of social media use, and examine the role of Aqidah Akhlak teachers in preventing these negative impacts on students at MTs Nurul Iman Pomalaa. This study uses a qualitative approach with a descriptive research type. Data collection techniques were carried out through observation, interviews, and documentation with research subjects: the principal, Aqidah Akhlak teachers, and students. Data were analyzed through the stages of data reduction, data presentation, and conclusion. The results of the study indicate that Aqidah Akhlak learning at MTs Nurul Iman Pomalaa has been implemented well through various methods that emphasize the instillation of moral and religious values. The negative impacts of social media identified include a decreased interest in learning, excessive time spent on social media, and the emergence of behavior inconsistent with religious values. In this regard, Aqidah Akhlak teachers act as educators, guides, motivators, and supervisors, providing guidance to students on the wise use of social media.

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Corresponding Author:

Wahyuddin Kanna

Universitas Sains Islam Al Mawaddah Warrahmah Kolaka, Indonesia

Email Correspondent: wahyuddinkanna.04@gmail.com

1. INTRODUCTION

The development of information and communication technology in the current era of globalization has brought about significant changes in various aspects of human life, including education. Technological advancements allow people to access information quickly and easily through various digital media. One example of this technological development is the emergence of social media, which has become a very popular means of communication and social interaction among the public, including students (Martono, 2015).

Social media offers various conveniences for communicating, exchanging information, and expanding social networks without being limited by time and space. In education, social media can even be used as an innovative and engaging learning tool for students. The use of information and communication technology in learning can increase the effectiveness of the learning process and help students better understand the subject matter (Nursamsu & Kusnafizal, 2017). Furthermore, social media can also be used as a learning tool that can support the educational process in the digital age (Muchson, 2010).

However, despite these benefits, social media also has the potential for negative impacts if not used wisely. Excessive use of social media can lead to a decline in students' interest in learning, a reduction in direct social interaction, and the emergence of various behaviors inconsistent with moral and religious values. The development of communication technology that is not balanced with proper supervision and guidance can affect students' morals and behavior (Samsuddin, 2017). Therefore, an active role from various parties is needed to guide students in using social media positively and responsibly.

In the context of education, teachers play a crucial role in guiding and shaping students' character. Teachers are not only responsible for delivering course material but also serve as educators, mentors, and role models for students in their daily lives. Roles are dynamic aspects of a position held by an individual in accordance with their rights and obligations in society (Soekanto, 2016). In the educational process, teachers are responsible for helping students develop their potential and develop positive personalities (Usman, 2015).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers also emphasizes that teachers are professionals whose primary duties are to educate, teach, guide, direct, train, and evaluate students in the educational process (Compiler Team, 2016). This demonstrates that teachers have a very strategic role in shaping the character and morals of students, especially in facing the various challenges of modern technological developments.

In Islamic education, the development of morals is the primary goal of the educational process. Morals are ingrained traits within a person that encourage them to act spontaneously without requiring lengthy deliberation (Nata, 2016). Moral education aims to shape individuals with good personalities, faith, and the ability to practice moral values in daily life (Ahmadi, 2014). Therefore, learning about Aqidah Akhlak plays a crucial role in instilling values of faith and shaping behavior in accordance with Islamic teachings (Muhaimin, 2016).

Through Aqidah Akhlak (Islamic Creed) learning, students are expected to understand moral and spiritual values that can serve as guidelines in dealing with various negative environmental influences, including the development of social media. Learning that emphasizes the instillation of moral values will help students develop strong character and be able to distinguish between good and bad behavior (Nurdin, 2014). Therefore, Aqidah Akhlak teachers have a significant responsibility in guiding students to be able to use social media wisely and not fall into behavior that deviates from religious teachings.

Several previous studies have shown that advances in communication technology can influence student behavior. Research by Muhari (2010) demonstrated that the use of communication technology, such as mobile phones, can impact student morals if not properly supervised. Another study by Alimuddin (2016) also found that the development of electronic media can impact student morale in the school environment.

Based on this description, it is clear that the development of social media presents unique challenges for education, particularly in fostering students' morals and character. Therefore, the active role of teachers, particularly Aqidah and Akhlak (Islamic Faith) teachers, is needed to provide guidance and coaching to students so they can use social media wisely and responsibly. Teachers play a role not only in delivering learning materials in the classroom but also as guides, motivators, and supervisors in shaping student behavior in the digital age.

Based on this background, this study aims to analyze the role of Aqidah Akhlak teachers in preventing the negative impacts of the development of social media on students at MTs Nurul Iman Pomalaa.

2. RESEARCH METHODS

This study uses a qualitative approach with a descriptive approach. Qualitative research aims to understand phenomena experienced by research subjects in depth, such as behavior, perceptions, motivations, and actions that occur within a specific context holistically (Moleong, 2014). Descriptive research is used to systematically describe the facts and characteristics of the objects studied to provide a comprehensive understanding of phenomena occurring in the field (Sukardi, 2015).

The approach used in this research is phenomenology, which seeks to understand the meaning of individual experiences regarding phenomena occurring in everyday life. The phenomenological approach seeks to uncover the meaning behind the social experiences experienced by the research subjects (Muhajir, 2016). Through this approach, the researcher sought to understand in-depth the role of Aqidah Akhlak teachers in preventing the negative impacts of social media use on students.

This research was conducted at MTs Nurul Iman Pomalaa, Kolaka Regency, Southeast Sulawesi Province. The research location was chosen based on the consideration that the school is one of the educational institutions facing the phenomenon of social media use among students. The research was conducted from June 2025 until completion.

The data sources in this study consist of primary and secondary data. Primary data is data obtained directly from research informants through interviews and observations. Informants in this study included the madrasah principal, Aqidah Akhlak teachers, and students at MTs Nurul Iman Pomalaa. Meanwhile, secondary data was obtained from various written sources such as books, school documents, archives, and literature relevant to the research (Margono, 2014).

Data collection techniques in this study were conducted through observation, interviews, and documentation. Observation is a data collection technique conducted by directly observing activities occurring in the field (Arikunto, 2016). Interviews were used to obtain in-depth information from informants regarding the phenomena being studied. Documentation was used to obtain supporting data in the form of written documents, archives, and notes related to the research.

The data analysis technique in this study used an interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. The data was then presented in descriptive form, making it easier for researchers to understand the phenomena being studied. The final stage was drawing conclusions based on the analyzed data, providing a picture of the role of Aqidah Akhlak teachers in preventing the negative impacts of social media development on students (Sugiyono, 2015).

To ensure data validity, this study employed triangulation techniques. Triangulation is a technique for verifying data validity by utilizing various sources, methods, and theories to obtain more valid and reliable data (Moleong, 2014). Triangulation was conducted by comparing data obtained through observation, interviews, and documentation so that the research results could be scientifically accounted for. This technique also employed source and method triangulation to increase the level of trust in the research data (Rahardjo, 2025).

3. RESULTS AND DISCUSSION

3.1. Research Results

a. The Process of Learning Aqidah and Akhlak at MTs Nurul Iman Pomala

Based on the results of research conducted through observation and interviews with the principal, Aqidah Akhlak teachers, and students at MTs Nurul Iman Pomala, it was found that the Aqidah Akhlak learning process was carried out through

interactions between teachers and students in learning situations that aimed to shape students' understanding and religious behavior.

The principal of MTs Nurul Iman Pomala, Fadli Abbas, S.Pd., M.Pd., stated that an effective learning process is greatly influenced by several supporting factors, such as teacher skills, the learning environment, the availability of infrastructure, and good cooperation between teachers and students. These factors are crucial for creating a conducive learning environment so that learning objectives can be optimally achieved.

In practice, Aqidah Akhlak teachers employ a contextual learning approach. This approach involves linking lesson material to students' daily experiences, enabling them not only to understand the concepts theoretically but also to apply them in real life.

Nirwati, S.Pd., a teacher of Aqidah Akhlak at MTs Nurul Iman Pomala, explained that learning no longer uses the conventional teacher-centered approach. Teachers act as facilitators, providing opportunities for students to actively participate in the learning process through discussions, questions and answers, and exploration of the material.

The learning methods used include lectures, question-and-answer sessions, discussions, and demonstrations. Discussions are used to enhance students' understanding of the material, while demonstrations are used to strengthen students' skills in understanding the moral values being taught. In addition to these methods, teachers also utilize various learning media, such as textbooks, whiteboards, and audiovisual aids, to help students understand the material more easily.

Learning evaluation is conducted through assessments of students' cognitive, affective, and psychomotor aspects. This evaluation includes assignments, practice sessions, and enrichment of learning materials. This evaluation not only assesses students' knowledge but also their attitudes and behaviors in everyday life.

b. Negative Impact of Information Technology Development on Students

Research findings indicate that developments in information technology have significantly impacted the lives of students at MTs Nurul Iman Pomala. While technologies such as smartphones, the internet, and social media make it easier to access information, they also have various negative impacts.

The principal stated that excessive use of technology can disrupt students' concentration. Many students are more focused on playing games or using social media than studying.

Several teachers also stated that excessive use of technology can reduce students' motivation to learn. They become lazy about studying because they are more interested in using gadgets for entertainment, such as playing games, watching videos, or using social media. Furthermore, uncontrolled technology use also leads to a decline in student discipline. This is evident in the habit of arriving late to school, lack of focus during lessons, and lack of social interaction with the surrounding environment.

Interviews with students also showed that some of them use their smartphones more for gaming or accessing social media than for studying. Some even admitted that gadget use often makes them forget about study and prayer time.

c. The Role of Aqidah and Akhlak Teachers in Preventing the Negative Impacts of Technology

The research results show that Aqidah Akhlak teachers play a crucial role in preventing the negative impacts of technological developments on students.

Teachers' efforts include providing moral guidance through religious activities at school. One of the programs implemented at MTs Nurul Iman Pomala is a flagship program that includes memorizing the 30th chapter of the Quran, daily prayers, and other religious activities. Furthermore, students are encouraged to perform Dhuha and Dzuhur prayers in congregation in the school prayer room. These activities aim to shape religious character and increase students' spiritual awareness.

Teachers also provide guidance and advice to students on the wise use of technology. Through Aqidah Akhlak (Islamic Faith) learning, teachers strive to instill moral and ethical values so that students can utilize technology for positive purposes.

3.2. Discussion

The research results show that the Aqidah Akhlak learning process at MTs Nurul Iman Pomala has shifted toward student-centered learning through the use of a contextual approach. This approach emphasizes active student involvement in the learning process so they can understand the material more deeply.

This finding aligns with contextual learning theory, which states that learning will be more meaningful if students are directly involved in the learning experience and are able to relate the subject matter to real life (Trianto, 2014). This approach also encourages students to construct their own knowledge through active thinking.

Furthermore, the use of learning methods such as discussions, question-and-answer sessions, and demonstrations demonstrates that teachers have attempted to create an interactive learning process. According to Djamarah (2010), the use of varied learning methods can increase student interest and motivation, thereby making the learning process more effective.

Research results also show that developments in information technology hurt students' learning behavior. These impacts include decreased motivation to learn, reduced concentration, and increased dependence on gadgets.

This finding aligns with Arsyad's (2015) opinion, which states that the development of information technology has two sides: it provides convenience in obtaining information but also has the potential to cause negative impacts if not used wisely. Furthermore, adolescence is a period of vulnerability to environmental influences, including technological ones. Therefore, guidance and supervision from parents and teachers are necessary to ensure students are able to utilize technology positively (Santrock, 2012).

The role of Aqidah Akhlak teachers in this study is evident through various character-building activities conducted in schools. Activities such as congregational prayer, Quran memorization, and the practice of religious behavior are forms of character education aimed at developing students with noble character.

This aligns with the concept of Islamic education, which emphasizes the importance of moral development through role models and habituation. According to Al-Ghazali, moral development can be achieved through continuous practice and habituation, so that it becomes part of a person's personality.

Thus, the role of Aqidah Akhlak teachers is very important in directing students to be able to face technological developments while still adhering to moral and religious values.

4. CONCLUSION

Based on the results of research and discussion regarding the role of Aqidah Akhlak teachers in preventing the negative impacts of the development of social media on students at MTs Nurul Iman Pomalaa, it can be concluded that Aqidah Akhlak teachers have a very important role in guiding and directing students to be able to use social media wisely and responsibly.

This role is realized through several actions, namely providing students with an understanding of religious and moral values, providing advice and guidance regarding social media use, monitoring student behavior, and providing role models in daily attitudes and behavior. Through ongoing guidance, students are expected to be able to distinguish between beneficial social media use and that which can negatively impact their moral and character development.

Furthermore, Aqidah Akhlak teachers also serve as moral mentors, helping students develop religious attitudes, responsibility, and self-control when interacting in the digital world. Teachers' efforts focus not only on delivering learning materials in class, but also through persuasive approaches, character development, and collaboration with schools and parents in monitoring students' social media use.

Thus, the role of Aqidah Akhlak teachers is very strategic in preventing the negative impacts of the development of social media, because through the development of strong religious and moral values, students can have the awareness to use social media positively and in accordance with religious norms and applicable moral values.

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