# Learning Strategies in *Aqidah Akhlak* to Foster Self-Confidence and Overcome Insecurity Among Students of MTs Darul Ulum Panaragan Jaya in The Era of Social Media

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**Abstract**

The purpose of this study is to identify appropriate *Aqidah Akhlak* learning strategies in fostering self-confidence and overcoming insecurity among students of MTs Darul Ulum Panaragan Jaya in the era of social media. The current digital era has brought changes in patterns of social interaction, fear of missing out (FOMO), low self-esteem, identity formation, and students' moral development. This study employed a qualitative research method using data collection techniques in the form of interviews, observations, and documentation. The data analysis techniques included data reduction, data display, and conclusion drawing. The results indicate that many students experience low self-confidence due to the influence of social media. The *Aqidah Akhlak* learning strategies implemented through inquiry-based learning, habituation of positive moral values, and reflective discussions were able to help students enhance their self-confidence and reduce feelings of insecurity. The conclusion of this study emphasizes that *Aqidah Akhlak* learning plays an important role as a means of character development and mental strengthening for students amid the challenges of the social media era.

## INTRODUCTION

Aqidah Akhlak education plays a strategic role in shaping students' personality and moral character. The rapid development of social media has brought significant changes to patterns of social interaction, identity formation, and students' moral development. Social media also presents various serious challenges, such as excessive social comparison, public judgment, and Fear of Missing Out (FOMO), which often trigger feelings of insecurity, low self-esteem, and decreased self-confidence among students (Dwistia et al., 2022). Therefore, educators must understand various instructional design models to create effective, efficient, and engaging learning programs. Each instructional design model has its own distinctive characteristics and specific details at every stage. The primary objective is to achieve optimal learning outcomes, as each model possesses its respective strengths and limitations (Abrori et al., 2021).

Based on the results of the pre-survey conducted at MTs Darul Ulum Panaragan Jaya, it was found that several students exhibited symptoms of low self-confidence and

insecurity, such as reluctance to perform in front of the class, fear of making mistakes, a tendency to compare themselves with others, and a lack of confidence in expressing opinions. Factors contributing to students' insecurity and low self-confidence include family environment, parenting styles, peer relationships, experiences of failure, academic pressure, and the influence of social media. These conditions highlight the need for appropriate, innovative, and contextual learning strategies to effectively internalize Aqidah Akhlak values (Syafa, 2025).

The Aqidah Akhlak subject holds a strategic position in shaping students' perspectives, emotional resilience, and moral behavior. The materials of *qana'ah* (contentment), *syukur* (gratitude), *tawakkal* (reliance on God), and *husn al-ẓann* (positive thinking) serve to foster healthy self-confidence and emotional stability. These values can provide a strong foundation for students to build self-confidence and manage feelings of insecurity, particularly in facing social pressures in the era of social media. However, the success of Aqidah Akhlak learning largely depends on the instructional strategies implemented by teachers (Zulviyana & In'ami, 2025).

In light of the above problems, and to maintain research originality, this study reviews several relevant studies related to Aqidah Akhlak learning strategies and the influence of social media on self-confidence. One such study was conducted by Wanda Aulia (2025) entitled "Teachers' Strategies in Instilling *Aqidah Akhlak* Values in the Era of Digitalization". Another relevant study was carried out by Tri Ambar Arumsari (2023) entitled "The Influence of Social Media on Adolescents' Feelings of Insecurity". Based on the analysis of these relevant studies, this research focuses on an in-depth understanding of the contribution of Aqidah Akhlak learning strategies to students' self-confidence and feelings of insecurity. These previous studies have not specifically examined *Aqidah Akhlak* learning strategies as an integrated effort to simultaneously foster self-confidence and overcome students' insecurity. Therefore, this research demonstrates distinct urgency and novelty. Unlike previous studies that tend to position religious values as abstract norms, this study contextualizes *Aqidah and Akhlak* teachings within students' real experiences in the digital space (Hasan & Zubairi, 2023).

**METHOD**

This study employed field research with a descriptive qualitative approach in order to explain, describe, and comprehensively address the research problems in greater detail

regarding *Aqidah Akhlak* learning strategies in fostering self-confidence and overcoming feelings of insecurity among students in the era of social media (Sugiyono, 2022). Data collection techniques used in this study included observation, interviews, and documentation. The research instruments consisted of observation guidelines, interview guidelines, and documentation guidelines. The research subjects included eighth-grade students of class 8 Arab, namely Asmaul Husnah, Farah Romadhoni, Siren Nila Sakinah, Amri Devananda, and Dimas Adi Irawan, Nur Sholikah as the guidance and counseling teacher, Latifatus Sa'diyah as the *Aqidah Akhlak* teacher; and Endang Setiawati as the principal of MTs Darul Ulum. The selection of research subjects was based on the consideration that they possess relevant roles and information related to the research focus (Mochamad, 2023). To ensure data validity, this study applied triangulation techniques. Triangulation is a data validation technique that utilizes multiple sources or methods outside the data itself for verification or comparison purposes. The triangulation techniques used in this study included interviews, observations, and documentation, with each method serving to cross-check and validate the findings. Data analysis was conducted using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing (Anfi et al., 2023).

## FINDINGS AND DISCUSSIONS

## FINDINGS

### Learning Strategies of *Aqidah Akhlak*

The term strategy is derived from the Latin word strategia, which means the art of using plans to achieve goals. According to Gerlach and Ely, learning strategies refer to a set of plans designed to deliver instructional content in specific learning situations, encompassing the nature, scope, and sequence of activities that provide meaningful learning experiences for students. In general, strategy can be defined as a method, tool, plan, or approach used to accomplish a task. Constructivist learning theories proposed by Piaget and Vygotsky emphasize that students construct knowledge through active interaction; therefore, *Aqidah Akhlak* learning should involve authentic experiences to facilitate the internalization of values (Ramdani et al., 2023).

Meanwhile, the learning strategy of *Aqidah Akhlak* can be defined as a conscious, planned, and systematic method carried out by teachers and students to prepare and provide learning experiences for learners so that they can recognize, understand, appreciate,

and believe in Allah SWT along with His teachings, and then realize them in the behavior of noble character in daily life. Appropriate learning strategies and *Aqidah Akhlak* materials can enable students to express opinions, ask questions, and answer questions in class without excessive fear. Furthermore, they are able to make decisions independently, are not easily influenced by negative judgments from others, and accept their own shortcomings with a positive attitude.

The research findings indicate that this approach is effective in fostering confidence and helping students overcome feelings of insecurity in the social media era. The *Aqidah Akhlak* teacher at MT's Darul Ulum Panaragan Jaya implements a student-centered learning strategy. This strategy includes the application of an inquiry approach, in which the teacher also provides positive reinforcement, demonstrates appreciation for students' efforts, and encourages active participation through discussions and group work. This strategy aims to enhance conceptual understanding while simultaneously shaping students' attitudes and characters more deeply. As stated by the Akidah Akhlak teacher, Mrs. Latifatus Sa'diyah, during an interview on Tuesday, January 06, 2026 (Syafa, 2026) :

*"The effective strategy for building confidence and overcoming student insecurity is the inquiry learning strategy, in which the teacher provides positive reinforcement, shows appreciation for students' efforts, and actively involves students through discussions and group work. The essence is student-centered learning to help them feel valued and confident."*

**Inquiry Learning Strategy**

This inquiry learning strategy is a series of activities that emphasize students' critical thinking and analysis to solve problems, explore issues independently, express opinions and personal experiences, and reflect on *Aqidah Akhlak* (Faith and Morality) values in daily life. As an implementation of the inquiry strategy, the teacher actively engages students through discussions and group work. Students are divided into small groups to discuss cases related to moral values. The teacher presents real issues on social media concerning morals, and students discuss these in small groups by connecting them with personal experiences and investigating through *Aqidah Akhlak* literature studies. Subsequently, students present the opinions they have discussed with their groups in front of the class. To strengthen the learning process, the teacher provides positive reinforcement in the form of praise, verbal motivation, and recognition for students' courage in expressing their opinions. Additionally, the teacher also appreciates students' efforts, not only the final results.

Students who dare to try answering or demonstrate attitude changes are still given verbal appreciation.

This approach creates a supportive classroom atmosphere and encourages students to be more confident in participating in learning. Subsequently, the teacher provides reflection on *Aqidah Akhlak* values by connecting them with the concepts of gratitude *(syukur)*, reliance on God *(tawakal)*, and self-confidence as servants of Allah. This is followed by positive reinforcement from the teacher who provides motivation and moral strengthening. As stated by Mrs. Latifatus Sa'diyah during an interview on Tuesday, January 06, 2026 (Syafa, 2026):

*"Materials that emphasize self-potential recognition, noble character, values of gratitude, contentment (qana'ah), patience, reliance on God, and self-acceptance are highly appropriate. In addition, materials highlighting exemplary and inspirational figures can also motivate students to become more confident."*



**Figure 1.** Documentation of Inquiry-Based Learning Strategy (Syafa, 2026).

By implementing this strategy, students actively engage in speaking and expressing their opinions, thereby enhancing their self-confidence. The absence of absolute right or wrong answers encourages students not to fear making mistakes. Self-reflection helps students accept their strengths and weaknesses, while small-group discussions reduce feelings of inferiority and fear of being compared with peers. This approach is particularly relevant in addressing the influence of social media, which often triggers feelings of insecurity. When students successfully formulate their own conclusions or solutions, they experience intellectual satisfaction and increased confidence in their problem-solving abilities. This strategy effectively helps overcome insecurity by enabling students to manage their responses to the digital environment, rather than being controlled by it (Arlina et al., 2024).

The *Aqidah Akhlak* teacher also utilizes social media content as teaching materials in the classroom. The integration of social media into Aqidah Akhlak learning for

delivering instructional content and supporting communication among educational stakeholders is expected to foster positive development, enhance students' interest, and facilitate their understanding of the subject matter. This is consistent with the statement of the *Aqidah Akhlak* teacher, Latifatus Sa'diyah:

*"I use video content from social media as teaching material, provided that it has been carefully selected to align with learning objectives and educational values. Videos are used to attract students' interest and facilitate their understanding of the material."*

The use of social media is expected to provide meaningful learning experiences for students. The positive impacts of social media include access to educational information, learning tips, and strategies that assist students in completing assignments more effectively, thereby supporting academic achievement. Appropriate ways to address dependence on social media include effective time management, limiting social media usage, increasing offline activities, and disabling social media notifications to maintain focus on academic tasks. Educators must ensure that students do not misuse the increasingly sophisticated technological facilities available today. Most importantly, educators should guide students toward proportional learning by providing structured and systematic assignments (Dwistia et al., 2022).

**Factors Influencing Self-Confidence and Insecurity**

According to Lauster, self-confidence is an individual's belief in their personal abilities, which enables them to act without excessive anxiety, freely express their desires and responsibilities, behave politely in social interactions, possess motivation to achieve, and recognize their own strengths and weaknesses. Students who possess self-confidence generally have the courage to express their opinions, ask questions, and answer questions in class without excessive fear. In addition, they are able to make decisions independently, are not easily influenced by negative judgments from others, and accept their shortcomings with a positive attitude. Self-confidence is also reflected in students' ability to face challenges, persist when experiencing failure, and demonstrate optimism in the learning process as well as in social interactions with peers and teachers.

Meanwhile, in English, the term *insecure* means unstable, unsafe, or anxious, while insecurity refers to feelings of uncertainty, anxiety, and lack of confidence. In the Indonesian context, insecurity is considered a psychological condition that triggers feelings of unease and anxiety. Insecurity in students can be identified through the emergence of feelings of uneasiness, doubt, and a lack of confidence in their own abilities. Students who

experience insecurity tend to be afraid of making mistakes, reluctant to speak or appear in public, and frequently compare themselves to others excessively. In addition, they often feel inferior, are sensitive to criticism, and rely heavily on others' judgments, especially within their social environment and on social media. Withdrawal, excessive anxiety, and low confidence in trying new things are also indicators that a student is experiencing insecurity in both the learning process and their social life (Syifa, 2021).

Several factors influence students' self-confidence and insecurity, including experiences of success and failure. Past achievements, particularly during childhood and adolescence, can strengthen individuals' belief in their ability to face similar challenges in the future. Conversely, experiences of failure can serve as valuable learning opportunities for self-improvement. Family environment and parenting styles also play significant roles in shaping children's self-confidence. Parents and family environments that provide emotional security, allow children to take initiative, and appreciate their efforts tend to foster healthy self-confidence. On the other hand, excessive criticism and unrealistic demands can weaken children's motivation and increase psychological pressure. Physical conditions and self-image, including body appearance and perceived attractiveness, also influence self-confidence. External factors and social pressure, particularly media exposure, are major triggers in the modern era. Continuous exposure to others' lives on social media such as success, wealth, and ideal physical appearance often leads to unrealistic comparisons, making individuals feel inferior. Unrealistic standards of beauty and success and cultural pressure regarding appearance and achievement can cause individuals who do not meet these standards to experience insecurity toward their self-image (Bilqiis Al-Ghaadah Santifa, 2024). This perspective was also confirmed by Latifatus Sa'diyah, the Aqidah Akhlak teacher at MTs Darul Ulum Panaragan Jaya, who stated:

*"The influencing factors include family environment, parenting patterns, peer relationships, experiences of failure, academic pressure, and the influence of social media."*

Most students experience insecurity triggered by self-comparison on social media, such as the phenomena of flexing, unrealistic beauty standards, and exaggerated displays of academic and non-academic achievements. These conditions significantly affect students' self-confidence, both in social interactions and learning processes. Interviews with the *Aqidah Akhlak* teacher further revealed that family background, parenting styles, peer relationships, past failures, and academic pressure contribute to students' insecurity. As a result, students tend to become passive, fear making mistakes, and hesitate to express their

opinions. Nevertheless, students reported that *Aqidah Akhlak* learning, which emphasizes values such as gratitude (*syukur*), contentment (*qana'ah*), reliance on God (*tawakkal*), and positive thinking (*husn al-zann*), helps them better accept themselves and resist social pressure in the digital environment. This was also expressed by Nur Sholikah, the school counselor:

*"One of the main symptoms is fear of public performance, feelings of inferiority, nervousness, and stage fright. Students often hesitate to make decisions, frequently compare themselves with others, and feel that they are never good enough. They avoid challenges and withdraw before even trying. In school, when assigned tasks that require presenting in front of the class, some students prefer to skip school rather than face the challenge. Persistent insecurity is dangerous because it can lead to avoidance of responsibility, excessive stress and anxiety, and eventually despair. Insecure students also tend to isolate themselves, constantly seek validation from others, and struggle to express their true selves."*

The findings indicate that the *Aqidah Akhlak* teacher's strategy of connecting lesson content with students' real-life experiences on social media makes learning more meaningful. By presenting concrete examples, case studies, and discussions about the positive and negative impacts of social media from an Islamic moral perspective, students are encouraged to think critically, express opinions, and share personal experiences, which indirectly enhances their self-confidence. This finding was reinforced by the school principal, Endang Setiawati, who stated:

*"The school strongly promotes collaboration between Aqidah Akhlak teachers and counseling teachers. This collaboration is realized through coordinated student character mapping, case discussions, and the integration of moral values in counseling services. Aqidah Akhlak teachers instill moral and spiritual values, while counseling teachers provide psychological and personal development support. This collaboration is continuously strengthened to ensure comprehensive student guidance."*

Collaboration between subject teachers and counseling services significantly supports the successful handling of insecurity issues. Counselors provide further assistance to students experiencing higher levels of insecurity by offering emotional support, advice, and practical solutions. They also help students recognize their strengths. Nur Sholikah further explained:

*"The first step is listening and acknowledging their feelings, offering support and constructive advice without judgment. We help them identify their strengths, set realistic goals, encourage healthy activities, and participate in social and extracurricular activities. Most importantly, we avoid comparisons and provide opportunities for success. In severe cases, professional counseling is essential."*

Institutional support is also provided through school policies emphasizing character strengthening and noble moral values, including digital literacy and anti-bullying initiatives. As stated by the principal:

*"The school implements programs aimed at building students' character and mental well-being, including character education based on Aqidah Akhlak values, digital literacy promoting ethical social media use, proactive counseling services, and strict anti-bullying policies, including cyberbullying prevention through regular awareness campaigns and educational interventions."*

Theoretically, these findings align with perspectives that *Aqidah Akhlak* education functions not only as religious knowledge transmission but also as a means of personality development and psychological well-being. Moral values taught in a practical and contextual manner effectively help students build positive self-concepts and reduce excessive self-comparison. Thus, this study supports previous research emphasizing the significant impact of social media on students' self-confidence and insecurity, highlighting the crucial role of teachers in implementing effective strategies to foster positive cognitive and behavioral change.

## DISCUSSION

The discussion results indicate a strong relationship between teachers' strategies in instilling *Aqidah Akhlak* values in the era of digitalization and the influence of social media on the emergence of insecurity among adolescents. Teaching strategies that emphasize the internalization of values such as *qana'ah* (contentment), *syukur* (gratitude), *sabar* (patience), and *tawakkal* (reliance on God) have proven effective in reducing the negative impacts of social media, which tend to trigger social comparison, self-image pressure, and the need for external validation. Meanwhile, social media exerts a significant influence on shaping adolescents' self-perception, both positively and negatively, depending on their level of digital literacy and the reinforcement of moral values they receive. The comparison of these two focal points demonstrates that insufficient inculcation of *Aqidah Akhlak* values may increase adolescents' vulnerability to insecurity, whereas adaptive and contextual learning strategies can function as protective factors in addressing psychosocial challenges in the digital era. Therefore, the integration of *Aqidah Akhlak* education that is responsive to the realities of social media has become an urgent necessity in efforts to build students' mental, spiritual, and character resilience.

**Implications of *Aqidah Akhlak* Learning Strategies**

This study has both theoretical and practical implications. Theoretically, the findings enrich the field of *Aqidah Akhlak* education by emphasizing the importance of contextual and adaptive approaches in response to digital development for instilling moral values and building adolescents' psychosocial resilience. The results also reinforce the concept that the internalization of religious values, such as *qana'ah* (contentment), *syukur* (gratitude), *sabar* (patience), and *tawakkal* (reliance on God), contributes significantly to the development of positive self-concept and the reduction of insecurity resulting from social media exposure. Practically, this study provides implications for teachers, schools, and educational policymakers to design innovative, integrative, and responsive *Aqidah Akhlak* learning strategies that address the challenges of the digital era. These strategies may include strengthening digital literacy, habituation of character education, role modeling, and collaboration with parents in supervising students' use of social media. Thus, *Aqidah Akhlak* education is expected to focus not only on the mastery of instructional content but also on the formation of students' character and mental resilience.

**Limitation Research**

The limitations of this study lie in the restricted scope of the research location, which was confined to a single *madrasah*. Therefore, the findings cannot be broadly generalized. This study primarily focused on *Aqidah Akhlak* learning strategies within the classroom context consequently, external dimensions of character development, such as extracurricular activities, the broader school environment, and family involvement, were not analyzed in depth. In addition, the research subjects were limited to a small number of teachers and students, which resulted in limited data diversity and depth. The duration of the study was also relatively short, preventing long-term observation of students communication patterns and behavioral development, both inside and outside the classroom.

**Recommendation Research**

This study recommends that *Aqidah Akhlak* teachers develop more innovative, contextual, and digital literacy-based learning strategies in order to respond effectively to the dynamics of social media development and the psychosocial needs of adolescents. Schools are encouraged to strengthen character education programs, guidance and counseling services, and collaboration with parents in supervising and guiding students' use of social media. Furthermore, future studies are suggested to explore the role of external

factors, such as family environment, digital culture, and the intensity of social media use, in shaping students' character development and mental health.

## CONCLUSION

Based on the research findings, it can be concluded that *Aqidah Akhlak* learning plays a strategic role in shaping students' character, mental resilience, and spiritual attitudes. The learning strategies implemented by *Aqidah Akhlak* teachers at MTs Darul Ulum Panaragan Jaya include inquiry-based learning, positive reinforcement, appreciation of students' efforts, and active student involvement through discussions and group work. These strategies effectively enhance students' self-confidence and help them manage feelings of insecurity influenced by social media. In addition, the findings indicate that social media exerts a significant influence on students' psychological conditions, particularly in shaping their mindset, social attitudes, and self-perception. Through the application of contextual, humanistic, and adaptive learning strategies, *Aqidah Akhlak* instruction serves as an effective medium for character development, equipping students with spiritual, moral, and social values. Therefore, *Aqidah Akhlak* learning functions not only as a means of knowledge transfer but also as a medium for fostering balanced personality development, enabling students to become confident, independent, and morally upright individuals in the midst of the challenges of the digital era.

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