

Analysis of Learning Media Needs for Aqidah Akhlak on the Asmaul Husana Material for Grade II Students at MI Al Hikmah Pujon

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Abstract: The purpose of this study was to analyze the learning media needs for the Asmaul Husana material in the Akidah Akhlak subject. The research method used a qualitative approach with a case study type. This study was conducted at MI Al Hikmah, Pujon District, Malang Regency, East Java. Research results show that the teaching of akidah akhlak in the Asmaul Husana material in class II of MI Al Hikmah Pujon is not yet supported by learning media that suits the characteristics of the students. The conceptual nature of the Asmaul Husana material causes difficulties for students in memorizing and understanding its meaning, which affects their motivation and involvement in learning.

Keywords: Learning Media; Aqidah Akhlak Learning; Asmaul Husana.

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis perlunya media pembelajaran materi Asmaul Husana dalam mata pelajaran Aqidah Akhlak. Metode penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Penelitian ini berlokasi di MI Al Hikmah, Kecamatan Pujon, Kabupaten Malang, Jawa Timur. Hasil penelitian menunjukkan bahwa pembelajaran aqidah akhlak pada materi Asmaul Husana di kelas II MI Al Hikmah Pujon tidak didukung oleh media pembelajaran yang sesuai dengan karakteristik siswa. Sifat konseptual dari materi Asmaul Husana menyebabkan kesulitan bagi siswa dalam menghafal dan memahami maknanya, sehingga berdampak pada rendahnya motivasi dan keterlibatan dalam belajar.

Kata kunci: Media Instruksional; Belajar Iman; Asmaul Husana.

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A. Introduction

The Asmaul Husana material is a fundamental part of learning Aqidah Akhlak because it functions to introduce students to Allah SWT, through His great names and attributes (Zahroh et al., 2024). At the elementary level, understanding the Asmaul Husana is expected to foster a sense of love, fear, and obedience to Allah SWT and encourage students to emulate the values contained therein in their daily lives. However, the characteristics of elementary school students, who are at the concrete operational stage of development, require the presentation of material that is simple, engaging, and easy to understand (Kholifah & Sari, 2025).

In learning practice, the delivery of Asmaul Husana material is still often done through lecture methods and the dominant use of textbooks (Rohali et al., 2025). This condition has the potential to cause students to be less active, quickly become bored, and have difficulty understanding the meaning and application of the Asmaul Husana values contextually (Husaeri et al., 2024). Therefore, learning media are needed that can bridge abstract material into something more concrete and in accordance with the learning characteristics of students.

Madrasah Ibtidaiyah Al Hikmah, hereinafter referred to as MI Al Hikmah, is a formal educational institution located in Maron Sebaluh Hamlet, Pujon District, Malang Regency. It was officially established in 2024. MI Al Hikmah aims to expand access to Islamic-based basic education in rural areas that still require quality educational facilities.

MI Al Hikmah plays a crucial role in instilling the values of faith and noble morals in students from an early age. One of the subjects that directly contributes to this goal is Aqidah Akhlak (Islamic Creed). Aqidah Akhlak learning is not only oriented toward mastering basic Islamic knowledge but also directed toward developing religious attitudes and commendable behavior appropriate to the students' developmental stage (Hamid, 2024).

Teachers act as facilitators, supporting the optimal implementation of the learning process so that the formulated learning objectives can be achieved. The role of teachers is crucial in building positive interactions to foster good character in students

(Priyambada & Faelasup 2025). In implementing learning, selecting the right method and innovative learning media can increase students' interest, passion, and motivation, thereby creating a learning atmosphere that is not boring (Trisna & Saputra, 2025). The success of learning is also determined by the smooth delivery of material from the teacher to students (Fitri et al., 2025). Thus, teachers have greater responsibilities to explore and develop students' potential and create a meaningful learning environment. Furthermore, teachers need to determine teaching methods and materials that are appropriate to students' needs and characteristics to support successful learning.

Research on the topic raised in this article has previously been investigated by several educational researchers. However, this study presents a different issue and respondents. One of the previous studies was written by Yunita Gibon in her thesis entitled "Development of Animated Media to Improve Memorization of Asmaul Husana Students in Aqidah Akhlak Learning at Madrasah Ibtidaiyah Negeri 2 Padangsidempuan" with the research topic of developing animated media to improve Asmaul Husana learning with respondents from students and teachers of MIN 2 Padangsidempuan. The educational issues raised in the thesis are clearly very different from this study. Where this research focuses on developing appropriate teaching media to be used by students of MI Al Hikmah Pujon in learning aqidah akhlak.

The use of teaching materials in the form of learning media in the subject of faith, morals, and the material of Asmaul Husana can make it easier for students to memorize and understand the meaning of Asmaul Husana (Adawiyah et al., 2024). Enthusiasm and motivation can be fostered by utilizing interesting and appropriate learning media, so teachers must be able to select and determine appropriate media to facilitate the learning process, especially in the subjects of faith and morals and the material of Asmaul Husana.

Students need learning media that not only contain verbal words, but also require media that is interesting and can provide meaningful learning experiences (Febriana & Muflihini, 2025). Learning media must be able to convey messages from teachers to students. Based on the explanation that has been presented, related research is needed. Analysis of Learning Media Needs for Aqidah Akhlak on Asmaul Husana

Material for Grade II Students at MI Al Hikmah Pujon to support the learning process. Analysis of learning media needs is an important step to identify the suitability between the media that has been used with the needs of students, teachers, and the characteristics of Asmaul Husana material. This needs analysis is expected to provide a comprehensive picture of the types, forms, and characteristics of learning media needed in learning Aqidah Akhlak at the elementary education level. Thus, the results of this study can be a basis for developing or selecting appropriate learning media to improve the quality of learning Aqidah Akhlak on Asmaul Husana material at the elementary education level.

B. Research Methods

This research is a qualitative case study. It took place at MI Al Hikmah, Pujon District, Malang Regency, East Java. Data collection involved three stages: observation, interviews, and documentation (Ratnaningtyas, 2023). The data analysis technique refers to the theoretical framework of Miles and Huberman, namely data collection, data condensation, data display, drawing conclusions and verification (*Conclusion Drawing and Verification*)(Saleh, 2023).

C. Results and Discussion

Student Needs Analysis

The results of the study showed that second-grade students of MI Al Hikmah Pujon experienced difficulties in memorizing and understanding the meaning of Asmaul Husna, which was characterized by low concentration, quickly feeling bored, and minimal active participation during the learning process. This condition indicates a gap between the characteristics of Asmaul Husna material which is abstract (not tangible) and the characteristics of cognitive development of elementary school students who are at the concrete operational stage (the stage of logical thinking about real things). This finding confirms that students need learning media that are able to concretize concepts and provide a more meaningful learning experience.

Interview results showed that several students had difficulty understanding the Asmaul Husana material. This was conveyed by the students as follows.

"The Asmaul Husana (Asmaul Husana) are a bit difficult because they're in Arabic and there are so many of them. It's hard to remember them, ma'am. We also have to write them in Arabic before memorizing them."

This was reinforced by the statement of another student named Reva Miftakhul Jannah, he said:

"I prefer to learn the Asmaul Husana using songs or books with pictures. I find it difficult to memorize them if I write them in a regular book."

Research results show that students tend to be more enthusiastic about interactive learning activities. Elementary school students generally require engaging learning media, not just the monotony of using a single medium. Students at this level tend to prefer media that incorporates engaging visual elements, such as audio, visual, and audio-visual media.

Given that MI Al Hikmah is a newly established educational institution, the existing infrastructure is considered inadequate, such as the lack of projectors in the classrooms. This presents a barrier to teachers in the learning process. Elementary school students require interactive learning media and tend to prefer engaging visuals. However, limited facilities and infrastructure hinder the use of digital-based learning media. Therefore, alternative non-digital learning media that still display engaging visuals are needed, one example of which is the creation of pocket books.

The pocket book can be equipped with attractive visual icons, such as illustrations of the application of Asmaul Husana. *Greetings* through images of two people chatting, as well as other supporting icons to increase the appeal of the learning media. Furthermore, to determine students' memorization level or as a means of monitoring mastery of the Asmaul Husana, a monitoring table arranged in several achievement levels can be included on the final page of the pocketbook. For example, at the first level, students are targeted to memorize the ten Asmaul Husana, which is indicated by a star icon. This approach is a form of learning innovation in a non-digital context that applies gamification principles.

Teacher Needs Analysis

The research results show that teachers experience limitations in the use of innovative learning media, so that learning is still dominated by the lecture method and the use of textbooks and blackboards. The lecture method is one of the traditional teaching methods that has been used for a long time in the teaching and learning process from the most basic level to higher education, given its very practical and efficient nature for teaching models with material and a large number of students. It can be said that everyone who has received formal or non-formal education or participated in teaching and learning activities at school or elsewhere must have understood and experienced this teaching method (Wirabumi, 2020). These findings indicate that teachers need learning media that not only function as a tool to deliver material, but also as a means to activate students in the learning process.

Viewed from the perspective of gamification theory, these teacher needs align with the role of gamification as a learning approach capable of facilitating active student engagement. Gamification provides a learning framework that allows teachers to act as facilitators, while students become active subjects in the learning process (Ihsan, 2025). By utilizing gamification elements, teachers can create a learning atmosphere that is more conducive, interactive, and oriented towards students' learning experiences.

Additionally, teachers need learning media that is easy to implement and appropriate to classroom conditions. Gamification-based learning media is designed to be simple, effective, and strategic to help teachers manage learning efficiently (Irawan et al., 2025). This analysis shows that teachers' needs lie not only in the availability of media, but also in the suitability of the media to the objectives of learning Akidah Akhlak, especially in instilling an understanding and practice of the values of Asmaul Husana.

Monitoring is an important instrument in understanding the extent to which students have achieved learning objectives, identifying deficiencies in teaching methods, and allowing for necessary adjustments in learning approaches (Sujarwadi & Aswad, 2024). Monitoring that teachers at MI Al Hikmah Pujon can implement can be done through the use of non-digital media, such as using ledgers to record student memorization or memorization tracker boards posted in the classroom. Furthermore,

monitoring can also be done using digital media, such as spreadsheet applications (e.g., Microsoft Excel or Google Sheets) or other applications that support the process of monitoring student memorization progress.

Characteristics of Relevant Learning Media

Based on the analysis of the needs of students, teachers, and learning media required in learning Akidah Akhlak, the Asmaul Husana material must have educational, interactive, and contextual characteristics. These media need to integrate gamification elements, such as point systems, rewards, and simple challenges, which serve to increase student motivation. These characteristics demonstrate that learning media serves not only as a conveyor of information but also as a means of shaping learning experiences.

Gamification is an approach that strategically applies game mechanics, aesthetic elements, and cognitive principles to increase individual engagement, foster motivation, support learning, and address challenges in non-game contexts. Through the integration of motivational, engaging, and educational techniques, gamification plays a role in increasing self-confidence, empowerment, interaction, and collaboration among consumers and audiences. This application is realized through the use of gamification elements, such as badges, points, and reward systems, integrated into non-game environments (Sharma, 2023).

Gamification in the learning aspect is an approach that uses elements in games or video games with the aim of motivating students in the learning process and maximizing feelings of enjoyment and engagement in the learning process. In addition, this media can be used to capture things that interest students and inspire them to continue learning (Mahbubi & Homaidi, 2025).

Gamification has strong relevance in the learning of Aqidah Akhlak (Islamic Faith), particularly in the Asmaul Husana, because its characteristics require not only cognitive mastery but also the appreciation of values and the formation of religious attitudes in students. Learning Asmaul Husana aims to instill an understanding of the attributes of Allah SWT while simultaneously encouraging students to emulate Him in

their daily lives. Therefore, a learning approach is needed that can increase active and sustainable student engagement.

The application of gamification in Asmaul Husna learning can increase students' learning motivation through the integration of game elements, such as points, badges and reward systems. These elements function as extrinsic motivational stimuli that encourage students to be more active in participating in the learning process (ZS et al., 2025). When students feel challenged and appreciated for their learning achievements, they tend to show greater interest and participation in understanding the material on Aqidah and Akhlak.

In addition to influencing extrinsic motivation, gamification also has the potential to foster intrinsic motivation in students. Learning activities designed in an engaging and interactive manner can foster enjoyment, confidence, and satisfaction in learning the Asmaul Husana. This allows students to learn not only for rewards but also out of an awareness and interest in understanding and practicing the values contained within the Asmaul Husana.

The relevance of gamification to the Asmaul Husana topic is also evident in its ability to facilitate interaction and collaboration among students. Through cooperative game-based activities, students can discuss, collaborate, and share their understanding of the meaning and implementation of the Asmaul Husana. This interaction supports the internalization of moral values, as students learn not only from the teacher but also from social experiences with peers.

Thus, gamification can be seen as a relevant and contextual learning approach in learning the Aqidah Akhlak material on Asmaul Husana. The application of appropriately designed gamification can increase students' motivation, engagement and understanding, while supporting the achievement of learning objectives which include cognitive, affective and behavioral aspects (Syafresty & Yanto, 2024). Therefore, gamification has the potential to be an innovative solution for optimizing the learning of faith and morals, including the Asmaul Husana, in educational settings.

D. Conclusion

The learning of faith and morals on the Asmaul Husana material in class II of MI

Al Hikmah Pujon has not been supported by learning media that are appropriate to the characteristics of students. The conceptual nature of the Asmaul Husna material causes difficulties for students in memorizing and understanding its meaning, resulting in low motivation and engagement in learning. Students and teachers need educational, interactive, and contextual learning media to concretize the Asmaul Husna material. The characteristics of the learning media for Faith and Morals on the Asmaul Husna material that are needed are educational, interactive, and contextual media.

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