



# Implementation of Tawheed Learning Using the Book of Aqidatul Layman in Class 3 of Cahaya Cendekia Glagah Elementary School

Hosniati<sup>1\*</sup>, Ainur Rofiq Sofa<sup>2</sup>

<sup>1,2</sup> Universitas Islam Zainul Hasan Genggong, Probolinggo, Indonesia

Email : [hosnieaa@gmail.com](mailto:hosnieaa@gmail.com)<sup>1</sup>, [bungaaklirik@gmail.com](mailto:bungaaklirik@gmail.com)<sup>2</sup>

 <https://doi.org/10.66931/jpai.v2i01.231>

## ABSTRACT

### Keywords:

tauhid learning,  
Aqidatul Awam,  
Islamic  
elementary  
education

\*Corresponding Author  
Halimatus Sa'diya

This study aims to examine the implementation of tauhid learning using the Aqidatul Awam book in Grade 3 at SD Cahaya Cendekia Glagah, focusing on lesson planning, learning implementation, and the teaching methods and strategies employed by teachers. A qualitative research approach with a descriptive design was applied to obtain an in-depth understanding of the learning process in its natural context. Data were collected through classroom observations, semi-structured interviews with teachers, students, and school administrators, as well as documentation analysis. The data were analyzed using an interactive model involving data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings indicate that tauhid learning was planned systematically and adapted to students' cognitive and developmental characteristics. The learning implementation was conducted gradually, repetitively, and contextually through the recitation and explanation of nazham, supported by simple examples related to students' daily lives. The teaching methods and strategies, including simple lectures, memorization, question-and-answer sessions, and habituation, effectively supported both cognitive understanding and the development of religious attitudes. This study concludes that the integration of classical Islamic texts with student-centered instructional approaches can effectively strengthen foundational tauhid understanding at the elementary school level.

### Article History:

Submitted: 12-04-2026, Revised :10-05-2026, Accepted: 15-06-2026

### Please cite this article in APA style as:

Hosniati, H., & Sofa, A. R. (2026). *Implementation of tawheed learning using the book of Aqidatul Layman in Class 3 of Cahaya Cendekia Glagah Elementary School*. DAAR EL-MAKRIFAH: Journal of Islamic Religious Education, 2(1), 256–265. <https://jurnalstebibama.ac.id/index.php/jpai/>

## INTRODUCTION

Islamic Religious Education holds a highly strategic position within the national education system, particularly in shaping learners who possess faith, piety, and noble character (Faresi et al., 2025). Within the scope of Islamic Religious Education, tauhid learning occupies the most fundamental role, as tauhid represents the core of Islamic teachings and serves as the foundation for understanding and practicing other aspects of Islam (Dina et al., 2025). Therefore, instilling tauhid values from an early age is crucial, considering that the elementary school period is a formative stage for character development,

religious attitudes, and foundational faith that will significantly influence students' future educational and personal growth .

Tauhid instruction at the elementary school level cannot be equated with instruction at higher educational stages. Third-grade elementary students are generally at the concrete operational stage of cognitive development, which requires learning approaches that are simple, gradual, and aligned with their daily experiences and thinking abilities. Consequently, teachers are required to design tauhid learning systematically through careful lesson planning, appropriate material selection, and the use of instructional methods and strategies that can stimulate students' interest and facilitate their understanding of basic Islamic creed concepts.

One of the classical texts widely used in tauhid instruction within Islamic educational institutions is *Aqidatul Awam* (Muhammad et al., 2024). This text presents the core principles of *Ahlussunnah wal Jama'ah* creed in the form of simple poetic verses (*nazham*), making it relatively easy to memorize and comprehend. The use of *Aqidatul Awam* in elementary tauhid learning is an important subject of study, as it represents a classical Islamic intellectual heritage while simultaneously requiring contextual and developmentally appropriate instructional approaches for contemporary elementary students (Nawali & Gafur, 2025).

As an Islamic-based elementary school, SD Cahaya Cendekia Glagah is committed to instilling Islamic values in students from an early age. One of the school's efforts is the implementation of tauhid instruction in Grade 3 using *Aqidatul Awam* as the primary learning resource. In practice, this learning does not merely aim to introduce tauhid concepts theoretically, but also seeks to foster religious awareness and cultivate students' love for Allah through a correct and foundational understanding of Islamic creed.

The effectiveness of tauhid learning using *Aqidatul Awam* is strongly influenced by the quality of lesson planning developed by teachers (Suhernawati et al., 2024). Such planning includes the formulation of learning objectives, selection of materials appropriate to students' developmental levels, organization of instructional steps, and the design of evaluation activities. Well-structured planning serves as a guide for teachers to conduct learning in a focused and systematic manner, thereby enabling the optimal achievement of tauhid learning objectives (Azizah et al., 2025).

In addition to planning, the implementation process of learning is a crucial aspect that requires careful attention. The implementation of tauhid learning using *Aqidatul Awam* in Grade 3 involves active interaction between teachers and students, the application of varied instructional methods, and the creation of a conducive and enjoyable learning environment (Nawali & Gafur, 2025). Teachers are expected to convey abstract creed concepts in concrete ways, such as through simple examples, storytelling, repeated recitation of *nazham*, and practical activities related to students' daily lives (Al Maghirah et al., 2025).

Furthermore, the methods and strategies employed by teachers play a vital role in determining the effectiveness of tauhid learning. Instructional approaches such as interactive lectures, nazham memorization, question-and-answer sessions, demonstrations, and the habituation of religious behavior are often integrated to ensure that students not only achieve cognitive understanding but also internalize faith values in their attitudes and behaviors (Damanik & Ningrum, 2025). Appropriate learning strategies enable teachers to align content delivery with the characteristics of Grade 3 students, making tauhid learning more meaningful and impactful (Hutapea et al., 2021). Based on these considerations, an in-depth study is necessary to examine the implementation of tauhid learning using *Aqidatul Awam* in Grade 3 at SD Cahaya Cendekia Glagah, focusing on lesson planning, learning implementation, and the methods and strategies employed by teachers (Feriati et al., 2025). The findings of this study are expected to provide a comprehensive understanding of tauhid learning practices at the elementary level and serve as a reference for the development of more effective Islamic Religious Education in the modern era.

## **METHOD**

This study employed a qualitative research approach with a descriptive qualitative design to explore the implementation of tauhid learning using the *Aqidatul Awam* book in Grade 3 at SD Cahaya Cendekia Glagah. This approach was selected to obtain an in-depth and contextual understanding of the learning process, particularly in relation to lesson planning, instructional implementation, and the methods and strategies used by teachers. The research was conducted at SD Cahaya Cendekia Glagah, with the Grade 3 teacher serving as the primary informant, while Grade 3 students and school administrators acted as supporting informants. The selection of research participants was carried out purposively, based on their direct involvement in the tauhid learning process.

Data were collected through observation, semi-structured interviews, and documentation to ensure comprehensive data coverage. Observations focused on classroom learning activities, teacher-student interactions, and instructional strategies, while interviews were conducted to gain deeper insights into lesson planning and implementation. Documentation included lesson plans, learning materials, and relevant school records. Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. To ensure data validity and credibility, source triangulation and technique triangulation were applied by comparing data obtained from different informants and collection methods. Through these procedures, the study aimed to produce reliable and meaningful findings regarding the implementation of tauhid learning at the elementary school level.

## **RESULT AND DISCUSSION**

### **Result**

#### **Lesson Planning of Tauhid Learning Using *Aqidatul Awam***

Based on the research findings, the lesson planning of tauhid learning using the *Aqidatul Awam* book in Grade 3 at SD Cahaya Cendekia Glagah was systematically arranged and adapted to the characteristics of elementary school students. Lesson planning did not solely focus on the delivery of doctrinal content but was also oriented toward the gradual and continuous internalization of tauhid values. Teachers carefully designed learning objectives, selected relevant materials, and organized instructional activities to ensure that students could follow the learning process comfortably and meaningfully.

From the perspective of school management, the principal emphasized that tauhid learning constitutes a fundamental pillar of Islamic education at the school. In an interview, the principal explained that tauhid instruction has been intentionally introduced from the lower grades, with *Aqidatul Awam* selected due to its essential creed content. However, the material delivery was deliberately simplified to match the cognitive level of Grade 3 students. This statement indicates that lesson planning was aligned with institutional policies aimed at strengthening students' foundational faith.

The Grade 3 teacher further explained that lesson planning began with setting simple and realistic learning objectives. The teacher stated that students were not expected to master all aspects of tauhid at once; instead, the focus was on introducing basic concepts about Allah, His attributes, and gradual memorization and understanding of selected parts of *Aqidatul Awam*. The teacher also reported that only certain sections of the book were chosen and adjusted to the available instructional time and students' abilities, while examples from daily life were incorporated to support comprehension.

Students' responses confirmed the effectiveness of this planning approach. Interviews with students revealed that tauhid lessons were well-prepared and easy to follow. One student stated that the teacher explained the material slowly and clearly, allowing students to understand what they would learn before the lesson began. Another student similarly noted that lessons were already prepared, enabling them to focus on reading and listening without feeling overwhelmed. These statements suggest that the lesson planning process positively influenced students' readiness to learn and facilitated their engagement in tauhid learning.

### **Implementation Process of Tauhid Learning Using *Aqidatul Awam***

The implementation of tauhid learning using *Aqidatul Awam* in Grade 3 was carried out in a structured and student-centered manner. Learning activities were designed not only to convey theoretical knowledge of Islamic creed but also to develop students' religious understanding and attitudes through simple, repetitive, and meaningful learning experiences. The learning process was adjusted to students' developmental stages to ensure comfort and effective participation.

According to the school principal, the implementation of tauhid learning emphasized gradual delivery and avoided overburdening students. Teachers were encouraged to present material slowly and step by step, focusing on helping

students recognize the foundations of tauhid and become accustomed to learning Islamic creed. This approach reflects the school's emphasis on creating a supportive learning environment that prioritizes students' readiness and emotional comfort.

The Grade 3 teacher described that tauhid lessons typically began with opening activities such as collective prayer and a brief review of previous material. During the core activities, the teacher recited the nazham of Aqidatul Awam, which students repeated together. The teacher then explained the meanings using simple language and provided examples closely related to students' daily experiences. Opportunities for students to ask questions were consistently provided, fostering two-way interaction between the teacher and students.

Students reported that this learning process was enjoyable and easy to follow. One student explained that the teacher usually read first, followed by students, and then clarified the meaning, allowing understanding to develop gradually. Another student highlighted that repetition helped them memorize and understand the material, even if only partially at first. These findings indicate that the step-by-step and repetitive implementation supported students' comprehension of abstract tauhid concepts.

### **Teaching Methods and Strategies in Tauhid Learning**

Various teaching methods and instructional strategies were employed by the teacher in delivering tauhid learning through Aqidatul Awam. These methods were selected based on the characteristics of elementary school students, who require concrete, simple, and repetitive approaches to understand abstract religious concepts. The combination of methods aimed to support both cognitive understanding and the development of religious attitudes.

The school principal stated that teachers were given flexibility in selecting instructional methods, as long as the learning objectives were achieved and students could understand the material. Teachers commonly combined reading, memorization, and explanation techniques in a simplified manner. This flexibility allowed teachers to adapt instruction to students' needs and classroom conditions.

The Grade 3 teacher reported that the most frequently used methods included short lectures, nazham memorization, and question-and-answer sessions. Short explanations were used to introduce concepts, followed by collective reading and memorization of Aqidatul Awam. Question-and-answer sessions were then conducted to assess students' understanding. In addition, repetition and habituation strategies were applied consistently, such as routine recitation and linking tauhid concepts to students' daily behavior, including reminders that Allah observes all actions.

Students confirmed the effectiveness of these methods. One student stated that learning was conducted through joint reading and questioning, with repeated explanations when mistakes occurred. Another student noted that frequent repetition helped them memorize gradually and encouraged them to

ask questions when they did not understand. These responses indicate that repetition and clarification were crucial elements in supporting students' understanding of tauhid.

### Classroom Observation and Learning Documentation

Classroom observations and learning documentation further illustrate the implementation of tauhid learning using Aqidatul Awam. Figure 1 depicts the learning activities conducted in a simple yet well-organized classroom environment characterized by a calm and religious atmosphere. Students were observed sitting cross-legged in groups, wearing scout uniforms and black caps, which reflected discipline and the habituation of Islamic values. Each student had an open Aqidatul Awam book as the primary learning resource.



**Figure 1: Implementation of Aqidatul Awam Book Learning Activities**

The observed learning activities began with collective reading of the text, led by the teacher and followed by all students simultaneously. This activity aimed to develop reading fluency, pronunciation accuracy, and familiarity with Arabic text. The content of Aqidatul Awam, which includes basic Islamic creed such as the attributes of Allah and fundamental beliefs, made the reading activity both instructional and value-oriented.

After the reading session, the teacher provided brief explanations of the verses using simple and accessible language. The teacher frequently connected creed concepts to everyday examples to help students understand tauhid not only theoretically but also practically. During this process, the teacher acted as a guide and facilitator, supporting students according to their developmental level.

The classroom atmosphere appeared orderly and focused. Students showed attentiveness and seriousness while reading and listening to explanations, reflecting discipline, responsibility, and respect for learning. Beyond cognitive outcomes, the learning process also fostered affective values such as patience, perseverance, and appreciation for religious knowledge. Overall, the documentation illustrates that tauhid learning using Aqidatul Awam at SD Cahaya Cendekia Glagah was conducted in a systematic and meaningful manner, serving as a strong foundation for students' religious character development.

## Discussion

The findings of this study indicate that tauhid learning using the *Aqidatul Awam* book in Grade 3 at SD Cahaya Cendekia Glagah was planned in a structured and student-oriented manner. Lesson planning emphasized gradual introduction of core tauhid concepts and alignment with students' cognitive development. This finding supports previous research which highlights that effective Islamic Religious Education at the elementary level requires careful adjustment of learning objectives, materials, and instructional strategies to students' developmental stages (Azizah et al., 2025; Marlina et al., 2025). Well-prepared lesson planning enables teachers to guide students systematically, ensuring that abstract religious concepts can be introduced meaningfully and sustainably.

Furthermore, the implementation process of tauhid learning was characterized by gradual delivery, repetition, and contextual explanation. These findings are consistent with earlier studies that emphasize the importance of step-by-step instruction and repetition in teaching Islamic creed to young learners (Hasan et al., 2023). The use of repeated nazham recitation and simple explanations allowed students to internalize tauhid concepts incrementally. This aligns with findings by Damanik & Ningrum (2025), who reported that repetitive and communicative learning approaches are effective in helping students comprehend abstract akidah concepts at the basic education level.

In contrast, some previous studies suggest that excessive reliance on memorization may limit students' deeper conceptual understanding if not accompanied by reflective or interactive activities. However, the present study demonstrates that memorization of nazham in *Aqidatul Awam* was complemented by explanation, questioning, and contextual examples, thereby reducing the risk of superficial learning. This finding contrasts with concerns raised in earlier discussions about rote learning in religious education, showing that memorization can be pedagogically effective when integrated with meaning-making activities and teacher-student interaction (Jasmansyah et al., 2025).

The teaching methods and strategies identified in this study—such as simple lectures, memorization, question-and-answer sessions, and habituation—are in line with prior research emphasizing the importance of combining cognitive and affective approaches in tauhid learning. Studies by Al Maghirah et al (2025) and Ramli (2025) similarly found that integrating explanation with daily-life applications helps students internalize faith values beyond cognitive understanding. The habituation strategy observed in this study, such as linking tauhid concepts to students' daily behavior, reinforces the role of Islamic education in shaping students' religious attitudes and character.

Overall, this study strengthens existing research by demonstrating that classical Islamic texts like *Aqidatul Awam* can remain relevant in contemporary elementary education when implemented through adaptive planning, gradual instruction, and student-centered strategies. While some previous studies

emphasize the need for modern instructional media, the present findings show that traditional texts can still be effective when taught contextually and interactively. Therefore, this study contributes to the growing body of literature on Islamic Religious Education by highlighting the compatibility of classical learning resources with modern pedagogical approaches to support meaningful tauhid learning at the elementary school level.

## CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of tauhid learning using the *Aqidatul Awam* book in Grade 3 at SD Cahaya Cendekia Glagah was conducted in a well-planned, systematic, and developmentally appropriate manner. Lesson planning was designed to align with students' cognitive characteristics by setting simple and realistic learning objectives, selecting relevant materials, and applying instructional strategies that facilitated gradual understanding. The learning implementation process emphasized repetition, contextual explanation, and active interaction between teachers and students, enabling learners to comprehend basic tauhid concepts while fostering positive religious attitudes from an early age.

Furthermore, the methods and strategies employed—such as simple lectures, nazham memorization, question-and-answer sessions, and habituation—proved effective in supporting both cognitive and affective dimensions of learning. The integration of classical Islamic texts with student-centered instructional practices demonstrated that traditional learning resources can remain relevant when adapted to contemporary educational contexts. Overall, this study highlights the importance of adaptive planning, meaningful implementation, and appropriate teaching strategies in strengthening tauhid learning at the elementary level and provides valuable insights for the development of Islamic Religious Education that responds to students' needs and developmental stages.

## REFERENCES

- Al Maghirah, A., Rahmah, A. S., Salsabilla, A. Z., Sitorus, D. S. B., Nazwa, K., Nasution, M. A. A. A., Luthfiyyah, M. A., Khoiriyah, N., Tanjung, N. A. C. B., & Nabila, S. (2025). Strategi Guru dalam Pembelajaran Akidah Akhlak untuk Meningkatkan Kesadaran Beragama Siswa SD. *Alahyan Jurnal Pengabdian Masyarakat Multidisiplin*, 3(1), 82–89. <https://doi.org/10.61492/ecos-preneurs.v3i1.266>
- Azizah, S. N., Fatimah, M., & Qodri, A. F. (2025). Optimalisasi Administrasi Guru Pendidikan Agama Islam sebagai Penunjang Keberhasilan Pembelajaran Berbasis Nilai Islam. *Al-Abshor: Jurnal Pendidikan Agama Islam*, 2(3), 261–270. <https://doi.org/10.71242/grs86n50>
- Damanik, M. Z., & Ningrum, D. A. A. (2025). Pembelajaran Akidah Akhlak. *At-Tarbiyah: Jurnal Penelitian Dan Pendidikan Agama Islam*, 2(2), 509–520. <https://doi.org/10.69896/kjas/92734>

- Dina, T. A. F., Zahro, A., & Mardotillah, W. N. (2025). Pendidikan Tauhid Sebagai Fondasi Pembentukan Karakter Berakhlak Mulia Pada Siswa. *Artik: Artikel Karya Mahasiswa Tarbiyah Dan Ilmu Keguruan*, 1(1), 67–77. <https://doi.org/10.28918/artik.v1i1.11528>
- Faresi, G. M. F., Permana, D., Rahman, A., Erika, R., & Arifin, B. S. (2025). Urgensi Pendidikan Agama Islam Terhadap Pendidikan di Indonesia. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(2), 13073–13079. <https://doi.org/10.31004/jerkin.v4i2.3759>
- Feriaty, B., Nopita, R., Riadi, H., Harmaini, H., Sulwana, S., & Uri, F. (2025). The Integration of Science and Technology in Islamic Fiqh: A Contemporary Perspective. *Indonesian Journal of Education Research (Ijoer)*, 6(1), 77–86. <https://doi.org/10.37251/ijoer.v6i1.1407>
- Hasan, M. F., Patty, A., Sani, A., & Taufiq, F. (2023). Chat GPT as A Learning Assistant for Islamic Education: A Study In Madrasah Ibtidaiyah. *Nadwa: Jurnal Pendidikan Islam*, 17(2), 203–230. <https://doi.org/10.21580/nw.2023.17.2.26167>
- Hutapea, R. M., Husnaini, M., Victorynie, I., & Fuady, A. S. (2021). Exploring the Strategies of Teachers to Integrate Tauhid in Teaching Science and History in Selangor, Malaysia. *International Journal of Social Learning (IJSL)*, 1(2), 89–102. <https://doi.org/10.47134/ijsl.v1i2.9>
- Jasmansyah, J., Suganda, A., Hidayat, U. S., Sanjaya, A. S., & Widaningsih, W. (2025). A Study of Deep Learning Approach in Islamic Education and Western Education Perspective: A Literature Review. In A. Hendriyanto, S. Pahmi, L. H. Muhaimin, & M. P. S. Hattamurrahman (Eds.), *Proceedings of the 5th International Conference on Education, Humanities, and Social Science (ICEHoS 2025) – Japan Series* (Vol. 940, pp. 93–108). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-450-1\\_7](https://doi.org/10.2991/978-2-38476-450-1_7)
- Marlina, M., Zailani, Z., & Amini, N. R. (2025). The Role of Islamic Religious Education Teachers in Cultivating Positive School Culture: A Multisite Case Study at SMPN 6 Torgamba. *Journal of General Education and Humanities*, 4(3), 1225–1238. <https://doi.org/10.58421/gehu.v4i3.658>
- Muhammad, A., Dartim, & Mustofa, T. A. (2024). The Inculcation of Aqidah Values Using the Book of Aqidatul Awam. In T. A. Mustofa, S. Hidayat, M. Zakki Azani, & M. Wildan Shohib (Eds.), *Proceedings of the International Conference on Islamic and Muhammadiyah Studies (ICIMS 2023)* (Vol. 773, pp. 499–505). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-102-9\\_45](https://doi.org/10.2991/978-2-38476-102-9_45)
- Nawali, J., & Gafur, A. (2025). Penerapan Model AIR (Auditory, Intellectually, Repetition) pada Pembelajaran Kitab Aqidatul Awam untuk Meningkatkan Aqidah Siswa. *MODELING: Jurnal Program Studi PGMI*, 12(2), 78–86. <https://doi.org/10.69896/modeling.v12i2.2861>
- Ramli, R. M. (2025). Pengalaman Pendidik dalam Mengintegrasikan Nilai Tauhid dan Karakter ke dalam Metode Pendidikan Dasar Islam. *An Najah: Jurnal Pendidikan Islam Dan Sosial Keagamaan*, 4(3), 60–67.

<https://doi.org/10.69873/jpi.8327>

Suherawati, Riadi, H., Rusnawati, & Jamiatussoleha, S. (2024). Integration of Aqidah-Tauhid and Islamic Character Based on Malay Local Wisdom in Islamic Religious Education. *Belajea: Jurnal Pendidikan Islam*, 9(2).  
<https://doi.org/10.29240/belajea.v9i2.13012>