

TIKTOK SOCIAL MEDIA AS A LEARNING MEDIUM FOR AQIDAH AKHLAK

^{1*}Lina Rahma Sari, ²Yunaldi

^{1,2}Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

¹linarahmasari6@gmail.com, ²naldi399@gmail.com

Abstract

TikTok has emerged as a popular digital platform for teenagers, enabling the sharing of short videos that engage students. This study investigates the use of TikTok as a learning medium for Aqidah Akhlak among tenth-grade students at MAN 1 Padangsidempuan, while also identifying challenges in its implementation. Adopting a descriptive qualitative approach, the research involved observations, interviews, and documentation. Findings suggest that TikTok positively influences student interest and comprehension, facilitating easier material delivery through video content. However, challenges such as limited internet access, insufficient teacher skills in educational content creation, and the necessity for supervision to align usage with learning objectives were noted. The research aims to enhance learning theories using digital technology and inform schools in developing relevant, technology-based educational innovations, potentially guiding policies for improved quality in learning.

Keywords: TikTok; Learning media; Aqidah akhlak

Abstrak

TikTok telah menjadi salah satu platform digital yang populer di kalangan remaja, memungkinkan berbagi video pendek yang menarik perhatian siswa. Penelitian ini mengkaji penggunaan TikTok sebagai media pembelajaran Aqidah Akhlak pada siswa kelas X di MAN 1 Padangsidempuan, sekaligus mengidentifikasi berbagai tantangan dalam penerapannya. Dengan pendekatan kualitatif deskriptif, penelitian ini melibatkan observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan TikTok berdampak positif terhadap minat dan pemahaman siswa, serta memudahkan penyampaian materi melalui konten video. Namun demikian, ditemukan beberapa kendala seperti keterbatasan akses internet, kurangnya kemampuan guru dalam membuat konten edukatif, serta perlunya pengawasan agar penggunaan TikTok sesuai dengan tujuan pembelajaran. Penelitian ini diharapkan dapat berkontribusi pada pengembangan teori pembelajaran berbasis teknologi digital dan memberikan masukan bagi sekolah untuk mengembangkan inovasi pembelajaran digital yang relevan, serta menjadi dasar dalam penyusunan kebijakan untuk meningkatkan kualitas pembelajaran berbasis teknologi.

Kata kunci: Tiktok; Media pembelajaran; Aqidah akhlak

INTRODUCTION

Education is the main means of shaping individuals who are faithful, knowledgeable, and of noble character. Thru education, moral, spiritual, and social values can be systematically instilled in students so that they are able to face various life challenges (Adil Sariman & Mujibur Rohman, 2026). In the context of Islamic education, the goal of education is not only oriented toward the mastery of knowledge but also toward the formation of character and morals in accordance with Islamic teachings (Uswatun Khasanah, 2024). Therefore, Islamic religious education plays a very important role in building the personality of students as a whole.

One of the subjects that plays a strategic role in Islamic religious education is Akidah Akhlak. This subject aims to instill a strong belief in Allah Swt. and to shape commendable attitudes and behaviors in daily life. The Akidah Akhlak learning is expected to guide students not only to understand the concepts of faith theoretically but also to internalize and practice noble moral values within the family, school, and community (Nakaoka et al., 2025).

However, in its implementation, the teaching of Akidah Akhlak in schools has not yet been fully optimal. Various problems related to students' learning difficulties are still found. These learning difficulties are evident in the low understanding of the subject matter, lack of interest and motivation to learn, and the suboptimal practice of moral values in daily behavior. This condition indicates a gap between the objectives of Akidah Akhlak learning and the reality on the ground (Mardianti & Suhadi, 2026).

Students' learning difficulties in Akidah Akhlak education are influenced by various factors. Internal factors include the differing academic abilities of students, low learning motivation, and less supportive psychological conditions. Meanwhile, external factors include the teaching methods and strategies used by teachers, limited use of learning media, family environment, and peer influence (Karim, 2025). If these factors are not addressed properly, the process of learning Akidah Akhlak will not achieve the expected goals.

In facing these problems, teachers play a very important role. Teachers do not only function as conveyors of material, but also as educators, guides, motivators, and role models for students. The Akidah Akhlak teacher is required to be able to design and implement effective, innovative, and student-characteristic-appropriate learning strategies (Zahiq, 2023). The right learning strategies will help students overcome learning difficulties and create an active and enjoyable learning atmosphere.

The teacher's strategy in teaching Akidah Akhlak can be realized thru the use of various teaching methods, such as discussions, question and answer sessions, contextual learning, and problem-based learning (Supriyatin & Siti Nurhayati, 2022). In addition, the use of relevant learning media and the provision of individual guidance to students who experience learning difficulties are also important parts of the teacher's strategy (Björger & Fritze, 2024). Thru these strategies, it is hoped that students will be able to understand the material better and be motivated to practice moral values in their daily lives.

MAN 1 Padangsidempuan, as one of the Islamic educational institutions, plays an important role in nurturing students to have strong faith and noble character. However, based on initial observations, there are still grade X students who have difficulty following the Akidah Akhlak lessons. These difficulties are evident from the low participation of students in learning, the lack of understanding of the material, and the suboptimal application of moral values in students' behavior in the school environment (Ayuni & Lubis, 2024).

The issue indicates the need for a more in-depth study of the strategies of Akidah Akhlak teachers in overcoming students' learning difficulties (Hayati & Nisak, 2025). Research on teacher strategies becomes important because teachers are the main actors in the learning process. The success or failure of Akidah Akhlak learning is greatly influenced by the teacher's ability to manage the class and apply appropriate teaching strategies (Wittmann, 2011).

Based on the aforementioned description, this article focuses on efforts to examine the strategies of Akidah Akhlak teachers in addressing the learning difficulties of 10th-grade students at MAN 1 Padangsidempuan. This research is expected to provide theoretical contributions to the development of Islamic education, particularly in the teaching of Akidah Akhlak, as well as practical contributions for teachers and school authorities in improving the quality of learning and character development of students.

RESEARCH METHOD

This study uses a qualitative descriptive approach to deeply understand and describe the strategies of Akidah Akhlak teachers in overcoming students' learning difficulties and to capture natural learning phenomena without manipulating variables (Nada Rihadatul Aisy Allaily et al., 2025).

The research was conducted at MAN 1 Padangsidempuan during the even semester of the current academic year. The subjects include the Akidah Akhlak teacher as the main subject and tenth-grade students as supporting subjects to provide comprehensive information about learning challenges and responses to teaching strategies.

Data were collected from primary and secondary sources. Primary data came from observations and interviews with teachers and students, while secondary data included supporting documents such as syllabi, lesson plans, schedules, attendance lists, and other relevant records (*Primary vs Secondary Data Collection*, 2024).

This study uses observation, interviews, and documentation to collect data. Observations were conducted directly in the classroom with the researcher acting as a passive observer (Peters & Halcomb, 2015). Semi-structured interviews were carried out with both the teacher and students to understand teaching methods, challenges, and student responses. Documentation served as supporting evidence, including learning materials, recordings, and images (Harrington, 2020). Data were analyzed through reduction, presentation, and

conclusion drawing (Reeves, 2025). To ensure data validity, source and technique triangulation were applied, making the findings more accurate and reliable.

RESULTS

Utilization of TikTok Social Media as a Learning Media for Akidah Akhlak for Class X Students at MAN 1 Padangsidempuan

Based on the results of observations and interviews conducted by the researcher, the utilization of TikTok social media as a learning media for Akidah Akhlak in Class X at MAN 1 Padangsidempuan has begun to be implemented in a limited and contextual manner. TikTok is used as a supplementary learning medium to deliver Akidah Akhlak material in a brief, engaging, and easily understandable manner for students. The use of TikTok is tailored to the characteristics of 10th-grade students, who predominantly use social media actively in their daily lives.

In practice, teachers utilize TikTok videos containing educational content such as stories of the Prophet and his companions, moral messages, Islamic motivation, and brief explanations of creed and ethics material. The videos are played in class or shared thru online learning groups to be watched and discussed together. The short duration of the video makes students more focused and less likely to get bored compared to conventional teaching methods.

The use of TikTok as a learning medium is also employed as a means to enhance students' active participation (Rahayu, 2022). The teacher assigns tasks to students to observe, analyze, and conclude the moral messages contained in TikTok videos. Additionally, some students are given the opportunity to create simple TikTok content related to the subject of Akidah Akhlak, such as videos about honest behavior, discipline, and responsibility in daily life. This activity encourages students' creativity while also strengthening their understanding of the learning material (Hayati & Nisak, 2025b).

Research results show that the use of TikTok as a learning medium has a positive impact on students' motivation and interest in learning. Students feel that the learning of Akidah Akhlak becomes more interesting, relevant, and closer to their world. Additionally, students find it easier to understand the material because it is presented in an engaging visual and audio format. This aligns with the multimedia learning theory, which states that the use of visual and audio media can enhance students' understanding and memory retention (Pande Kadek Perdi Diantara et al., 2025).

However, the use of TikTok as a medium for teaching Akidah Akhlak still requires clear supervision and guidance from teachers. Teachers play an important role in selecting content that aligns with educational goals and Islamic values so that the use of TikTok does not deviate from the essence of Akidah Akhlak education.

Factors Hindering the Use of TikTok as a Media for Teaching Akidah Akhlak to 10th Grade Students at MAN 1 Padangsidempuan

Based on the results of observations and in-depth interviews with Akidah Akhlak teachers and 10th-grade students at MAN 1 Padangsidempuan, it was found that the use of TikTok as a medium for Akidah Akhlak learning faces various quite complex inhibiting factors. These factors are not only technical in nature but also encompass pedagogical, psychological, social, and cultural aspects that are interconnected with one another.

One of the main hindering factors in using TikTok as a learning medium is the limited facilities and infrastructure. Not all students have personal devices with adequate specifications to access the TikTok application optimally (Walker-Munro & Browne, 2022). Some students still rely on devices belonging to their parents or other family members, which limits their access to learning media. In addition, limited internet connectivity and data quotas also pose a significant challenge, especially for students from lower-middle economic backgrounds.

This condition causes the use of TikTok as a learning medium to not be applied evenly to all students. The disparity in access to technology impacts the imbalance in learning opportunities, where only certain students can optimally participate in social media-based learning.

TikTok, as a social media platform, has the main characteristic of offering a wide variety of entertaining and addictive content. This condition becomes a hindrance in its use as a learning medium. When students access TikTok for learning purposes, there is a significant potential for distraction, where students end up spending time watching entertainment content unrelated to the subject of Akidah Akhlak (Tarlin & Sulaikho, 2024).

Based on the interview results, some students admitted to having difficulty focusing on learning content because they were tempted by other videos that appeared automatically. This shows that TikTok has its own challenges as a learning medium, because by design, the application is more oriented toward entertainment than education.

Another hindering factor is the limited content on TikTok that is truly relevant to the subject of Akidah Akhlak and in accordance with the curriculum. Not all content that claims to be for da'wah or education has a strong scientific basis. Teachers must conduct strict selection of the content to be used to prevent deviations in the understanding of faith and moral values (Sucipta et al., 2025).

This condition requires teachers to have high digital literacy in order to be able to select content that is suitable for use as learning media. Without that ability, the use of TikTok could actually lead to misunderstandings of religious concepts among students.

The use of TikTok as a learning medium also faces challenges from the perspective of teacher competence. Not all teachers have the ability and confidence to utilize social media as

a learning tool. Some teachers still feel less accustomed to digital technology, so the use of TikTok in learning has not yet been maximized (Afdal, 2025).

This limitation affects the suboptimal planning and implementation of social media-based learning. Teachers need training and guidance to be able to use TikTok creatively and in accordance with the objectives of Akidah Akhlak learning. Another significant inhibiting factor is the concern of the school and parents regarding the negative impact of TikTok usage on students' morals. Social media has the potential to provide access to content that is not in line with Islamic values, such as content that contains elements of violence, hedonism, or behavior that contradicts religious norms (Maghfirah et al., 2025).

This concern has led to the use of TikTok as a learning medium being still limited and closely monitored. Without clear regulations and supervision, the use of TikTok is feared to actually weaken the goals of Akidah Akhlak learning, which are oriented toward the formation of students' character and morals. The use of TikTok as a learning medium is also hindered by the absence of school policies specifically regulating the use of social media in education. The absence of clear guidelines causes teachers to hesitate in using TikTok to its fullest potential in the learning process. Moreover, the absence of written rules regarding the boundaries and ethics of social media use within the school environment presents a unique challenge in its implementation (Syaifuddin et al., 2024).

While the use of TikTok as a learning medium for Akidah Akhlak offers notable benefits in enhancing student engagement and understanding, its implementation is simultaneously challenged by a range of inhibiting factors. Therefore, optimizing TikTok's role in education requires not only leveraging its advantages but also proactively addressing the obstacles to ensure the achievement of learning objectives (Thompson, 2014).

DISCUSSION

The results of this study indicate that the utilization of TikTok as a learning medium for Akidah Akhlak in Grade X at MAN 1 Padangsidempuan has been implemented in a limited yet positive manner, particularly in enhancing students' motivation and interest in learning. This finding aligns with Mayer's Multimedia Learning Theory, which suggests that the use of visual and audio media can increase students' understanding and memory retention. TikTok, as a short-video platform, is highly relevant to the characteristics of Generation Z, who are more responsive to interactive, visual, and concise content (Eggenberger, 1967).

This research supports previous studies, such as those by Wijaya & Astuti (2020) on the use of social media in education, which concluded that the integration of social media can improve student engagement and motivation (Carusi, 2020). Similarly, Saputri (2025) found that the use of short videos on digital platforms strengthens students' conceptual understanding and helps reduce boredom in learning (Saputri et al., 2025).

Field observations show that teachers use TikTok to deliver Akidah Akhlak material in a brief and engaging way and assign students tasks to analyze the moral messages found in TikTok videos. This strategy has proven effective in increasing student participation, consistent with Anderson (2025), who found that student engagement can be enhanced through digital media (Anderson, 2025). Furthermore, assigning students to create simple TikTok content on values such as honesty, discipline, and responsibility fosters creativity while deepening their understanding of the subject matter. These findings reinforce Yudiana (2024) research, which stated that project-based digital learning can develop students' critical thinking and creativity (Yudiana et al., 2024).

Nevertheless, this study also identifies the need for clear teacher supervision and guidance in selecting and using TikTok content to ensure alignment with educational objectives and Islamic values. This is in line with the findings of Fauzi (2021), who emphasized the crucial role of teachers as facilitators and gatekeepers in filtering digital content used in the learning process (Kinanti & Adi, 2025).

Overall, the results of this study support previous findings that integrating social media, particularly TikTok, as a learning medium can increase students' motivation, interest, and understanding, provided there is proper supervision and content selection. The use of TikTok in teaching Akidah Akhlak represents an innovative and relevant approach in the digital era but must always consider ethical aspects and educational values.

CONCLUSION

This study concludes that TikTok has strong potential as an alternative learning medium for teaching Akidah Akhlak to tenth-grade students, as it aligns with the characteristics of learners in the digital era. Its use can create a more engaging, contextual, and relatable learning environment, increasing students' interest and motivation.

TikTok is utilized through short videos containing religious messages, moral values, exemplary stories, and curriculum-based explanations. This audio-visual format helps students understand the material more easily and encourages active participation and creativity through observing, discussing, and creating simple educational content.

However, several challenges remain, including limited access to devices and the internet, the risk of distraction due to TikTok's entertainment nature, and the lack of relevant and verified educational content. Additionally, teachers' digital literacy and concerns about the negative impact of social media, along with the absence of clear school policies, also hinder its implementation.

Overall, the effective use of TikTok in learning depends on proper planning, teacher guidance, school support, and parental supervision. When used in a structured and controlled way, TikTok can positively contribute to Akidah Akhlak learning and serve as a valuable reference for future educational innovation.

BIBLIOGRAPHIES

- Adil Sariman & Mujibur Rohman. (2026). Persepsi Siswa terhadap Nilai Pendidikan Agama Islam: Implikasinya bagi Pembentukan Moral dan Spiritual di SMAN 8 Balikpapan. *Journal of Social Humanities and Education*, 1(3), 170–178. <https://doi.org/10.65310/2encxz51>
- Afdal, M. (2025). Implementing Digital Technology in Learning in the Digital Era: Challenges and Opportunities for Teachers. *ETIC (Education And Social Science Journal)*, 2(5), 488–496. <https://doi.org/10.64924/cwz8e155>
- Anderson, J. (2025). *Student engagement through personalized learning in urban high schools* [Northeastern University]. <https://doi.org/10.17760/D20711279>
- Ayuni, A., & Lubis, S. (2024). The Material Of Akidah And Akhlak In Shaping The Character Of 10th Grade Students At Mas Islamiyah Sunggal. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 9(4), 970–978. <https://doi.org/10.24815/jimps.v9i4.33385>
- BjØrge, A. M., & Fritze, Y. (2024). What is important and why? Students' experience of educational activities including technologies. *E-Learning and Digital Media*, 20427530241251395. <https://doi.org/10.1177/20427530241251395>
- Carusi, M. (2020). Narcissism and Social-Media How social-media use can impact perceived stress on Facebook academic motivation. *Studia Doctoralia*, 11(2), 110–120. <https://doi.org/10.47040/sd/sdpsych.v11i2.116>
- Eggenberger, H. (1967). To use Films in Learning. *Audio-Visual Media*, 1(1), 54–61. <https://doi.org/10.1080/09523986708542621>
- Harrington, C. (2020). *Ensuring Learning: Supporting Faculty to Improve Student Success* (1st edn). Rowman & Littlefield. <https://doi.org/10.5040/9798216457909>
- Hayati, N. Z., & Nisak, N. M. (2025a). Akidah Akhlak Teachers' Role in Building Students' Learning Responsibility: Peran Guru Akidah Akhlak dalam Membangun Tanggung Jawab Belajar Siswa. *Indonesian Journal of Islamic Studies*, 13(4). <https://doi.org/10.21070/ijis.v13i4.1790>
- Hayati, N. Z., & Nisak, N. M. (2025b). Akidah Akhlak Teachers' Role in Building Students' Learning Responsibility: Peran Guru Akidah Akhlak dalam Membangun Tanggung Jawab Belajar Siswa. *Indonesian Journal of Islamic Studies*, 13(4). <https://doi.org/10.21070/ijis.v13i4.1790>
- Karim, F. (2025). Analyzing Internal and External Factors Contributing to Students' Learning Difficulties in Elementary Social Studies. *Journal of Education and Teaching Learning*, 38–42. <https://doi.org/10.59211/mjjetl.v3i2.132>
- Kinanti, A. W., & Adi, P. H. (2025). The Effect of Informative Values on Consumer Engagement in Digital Content Marketing: A Study of Consumers on TikTok on Indonesia. *Da'watuna: Journal of Communication and Islamic Broadcasting*, 5(5). <https://doi.org/10.47467/dawatuna.v5i5.9429>
- Maghfirah, N., Ibrahim, M. M., & Rapi, Muh. (2025). The Influence of TikTok Application Usage and Content Types on Students' Religious Behavior at Maha Putra Tello High School, Makassar. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 17. <https://doi.org/10.30596/26072>
- Mardianti, R., & Suhadi, S. (2026). The Influence of Parental Motivation on Interest in Learning Akidah Akhlak Among Female Students at Madrasah Qur'aniyah Al Husnayain Karanganyar. *MANAZHIM*, 8(1), 33–53. <https://doi.org/10.36088/manazhim.v8i1.5979>
- Nada Rihadatul Aisy Allaily, Isfihani, Iffah Mukhlisah, & Ahmad Najamuddin. (2025). Comparative study of akidah akhlak learning achievement between special and regular class viii students at madrasah tsanawiyah muhammadiyah batur. *At Turots: Jurnal Pendidikan Islam*, 424–436. <https://doi.org/10.51468/jpi.v7i1.809>

- Nakaoka, S., Kawasaki, H., Yamasaki, S., Mukaishima, S., Sakai, R., Li, Y., & Cui, Z. (2025). Developing health education to connect subject learning to real life: A pilot study for junior high school students. *Journal of Family Medicine and Primary Care*, 14(5), 1781–1787. https://doi.org/10.4103/jfmipc.jfmipc_1540_24
- Pande Kadek Perdi Diantara, Gusti Ngurah Sastra Agustika, & Komang Alit Wahyuni. (2025). Contextual-Based Multimedia on Multiplication and Division to Enhance Students' Conceptual Understanding. *Jurnal Media Dan Teknologi Pendidikan*, 5(3), 621–629. <https://doi.org/10.23887/jmt.v6i1.100966>
- Peters, K., & Halcomb, E. (2015). Interviews in qualitative research: A consideration of two very different issues in the use of interviews to collect research data. *Nurse Researcher*, 22(4), 6–7. <https://doi.org/10.7748/nr.22.4.6.s2>
- Primary vs Secondary Data Collection*. (2024). [Data set]. Anne Libby.
- Rahayu, V. R. (2022). The Use of TikTok as a Literacy Learning Medium for Elementary School Students. *Indonesian Journal of Multidisciplinary Science*, 1(5), 512–516. <https://doi.org/10.55324/ijoms.v2i2.101>
- Reeves, K. W. (2025). *Making Sense of Epidemiological Research: A Student's Guide* (1st edn). Routledge. <https://doi.org/10.4324/9781003637899>
- Saputri, M., Musdar, M., Rizvia, F., Nurulwati, N., Susanna, S., & Nithieahvathiy, N. (2025). Integrating Articulate Storyline into Problem-Based Learning to Enhance Students' Conceptual Understanding. *Jurnal Pendidikan MIPA*, 26(3), 2003–2019. <https://doi.org/10.23960/jpmipa.v26i3.pp2003-2019>
- Sucipta, M. A., Perawironegoro, D., & Facatle, F. (2025). The Internalization Values of Prophetic Love in Akidah Akhlak Textbook: A Content Analysis for Supporting Adolescent Religious Identity Formation. *HEUTAGOGLA: Journal of Islamic Education*, 5(2), 225–238. <https://doi.org/10.14421/hjie.2025.52-07>
- Supriyatin & Siti Nurhayati. (2022). Pengaruh Pembelajaran Contextual Teaching And Learning Terhadap Hasil Belajar Siswa Kelas IV Pada Mata Pelajaran Akidah Akhlak: Pembelajaran CTL. *Edusifa: Jurnal Pendidikan Islam*, 7(1). <https://doi.org/10.56146/edusifa.v7i2.38>
- Syaifuddin, S., Sari, D. K., & PIP Semarang. (2024). The Influence of The Intensity of Using Tiktok Social Media on Student Learning Motivation. *International Journal of Innovative Research in Multidisciplinary Education*, 03(02). <https://doi.org/10.58806/ijirme.2024.v3i2n07>
- Tarlin, E. P. C., & Sulaikho, S. (2024). Pemanfaatan Konten Fiqih Pada Media Sosial Tiktok Untuk Meningkatkan Kemampuan Peserta Didik: Utilization Of Fiqih Content On Tiktok Social Media To Improve Students' Abilities. *Journal PIWULANG*, 7(1), 28–43. <https://doi.org/10.32478/n75qha24>
- Thompson, I. (2014). Communication, Culture and Conceptual Learning. In I. Thompson (Ed.), *Designing Tasks in Secondary Education* (1st edn, pp. 86–106). Routledge. <https://doi.org/10.4324/9781315755434-6>
- Uswatun Khasanah. (2024). Islamic Education as a Foundation of Character: A Case Study of the Formation of Noble Morals in Students. *JIE (Journal of Islamic Education)*, 8(2), 294–309. <https://doi.org/10.52615/jie.v8i2.541>
- Walker-Munro, B., & Browne, P. (2022, July 20). *What do TikTok, Bunnings, eBay and Netflix have in common? They're all hyper-collectors*. <https://doi.org/10.64628/AA.c3w499a33>
- Wittmann, S. (2011). Learning strategies and learning-related emotions among teacher trainees. *Teaching and Teacher Education*, 27(3), 524–532. <https://doi.org/10.1016/j.tate.2010.10.006>
- Yudiana, I. K. E., Nirmayani, L. H., & Sari, N. M. D. S. (2024). Project-Based Learning Students Worksheets on Students' Critical Thinking Skills and Independence in Social

- Studies Learning Courses. *Thinking Skills and Creativity Journal*, 7(1), 131–138.
<https://doi.org/10.23887/tscj.v7i1.75534>
- Zahiq, M. (2023). Peran Guru Akidah Akhlak Sebagai Upaya Peningkatan Akhlak Siswa. *ILJ: Islamic Learning Journal*, 1(2), 355–374.
<https://doi.org/10.54437/iljislamiclearningjournal.v1i2.883>