The Influence of Akidah Akhlak Learning and Digital Literacy on Students' Anti-Cyberbullying Behavior

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ABSTRACT

Cyberbullying has emerged as a critical issue among adolescents, necessitating effective educational interventions. This study aims to analyze the effect of integrating Akidah Akhlak learning and digital literacy on students' anti-cyberbullying behavior. The study employed a positivist quantitative approach using a quasi-experimental method with a Non-equivalent Control Group Design, as it utilized existing classes without random assignment of participants. The research was conducted at MTs NU Putra 2 Buntet Pesantren Cirebon and involved 47 students, consisting of 23 seventh-grade students as the experimental group and 24 eighth-grade students as the control group. The sampling technique applied was purposive sampling as well as total sampling, since the entire accessible population was included in the study. Data were collected using standardized and validated questionnaires to measure students' attitudes and behaviors related to cyberbullying. Data analysis was conducted using descriptive and inferential statistics with the assistance of SPSS version 26, including normality tests, homogeneity tests, and hypothesis testing using the Independent Sample t-test at a significance level of 5% ($p < 0,05$). The results revealed a significant difference in post-test scores between the experimental and control groups (Sig. $0,000 < 0,05$), with the experimental group achieving a higher mean score (85,50) compared to the control group (72,15). It can be concluded that integrating spiritual values through Akidah Akhlak learning with digital literacy competencies is effective in strengthening students' anti-cyberbullying behavior; therefore, schools are encouraged to systematically combine moral education with the enhancement of digital literacy.

Keywords : Akidah Akhlak, Cyberbullying, Digital Literacy.

ARTICLE HISTORY

INTRODUCTION

Cyberbullying has emerged as a significant problem in the digital age, particularly among children and adolescents in Indonesia. A 2022 UNICEF survey including 2,777 Indonesian children and adolescents ages 14–24 revealed that roughly 45% of participants reported experiencing cyberbullying while often using the internet and other digital media (Meydiningrum, Atmoko, & Ramli, 2024). The concerning trend is corroborated by data from the Ministry of Communication and Digital (Komdigi) in 2025, indicating that around 48% of Indonesian children who use the internet have encountered some form of cyberbullying, whether via social media or other digital interactions (Komdigi, 2025). Both datasets reveal that about fifty percent of Indonesia's young internet users are at risk of becoming victims of online bullying, positioning cyberbullying as a kind of violence that necessitates particular attention within the realms of education and youth behavior.

In theory, education is crucial in resolving this character dilemma. Education is the process of assimilating culture to cultivate civilized, ethical persons who contribute to society (Armini, 2024; Romlah & Rusdi, 2023). This process includes cognitive, affective, and psychomotor growth to cultivate spiritual power, personality, and virtuous morals (Aisyi, Mardiana, & Anjani, 2025; Nurjadid, Ruslan, & Nasaruddin, 2025). In Islamic education, the primary responsibility of educators is to draw pupils nearer to Allah SWT by enhancing their morals and character development (Arfandi, 2020; Cahyani, Luthfiyah, Apriliyanti, & Munawir, 2023; Setiawan, Karoma, & Maryamah, 2022). Nonetheless, over time, the function of educators encounters progressively intricate obstacles stemming from technological advancements that influence multiple facets of life, including students' social connections.

The swift advancement of information and communication technology has facilitated extensive access to knowledge; nonetheless, it has concurrently engendered adverse phenomena such as cyberbullying (Marjun, Saroji, & Farhan, 2025). Cyberbullying is characterized as harassment conducted via digital technology across several platforms, including social media and online gaming, with the intent to humiliate or intimidate victims (Putri, Anisah, & Nazib, 2024). Despite its occurrence in cyberspace Tsani, Augest, Hidayat, & Sahfrina (2024), underscore that its effects are tangible and pose a threat to an individual's mental, physical, and emotional well-being. Consequently, the instruction of Akidah Akhlak, once executed by traditional methods, must now evolve and incorporate technology advancements to maintain its significance in cultivating students' character in the context of increasing cyberbullying (Afralia, Safitri, & Sujarwo, 2024; Zaimina, 2024).

A comprehensive strategy is required to tackle this issue, integrating character education with technology competencies. The study of Akidah Akhlak (Islamic Faith) in madrasas functions as a moral safeguard, providing students with ethical principles to mitigate detrimental online behavior (Afroo, Nurjanah, & Yudita, 2025; Irsyad, Sukardi, & Nurlaila, 2022). Nonetheless, values education alone is insufficient; digital literacy is an essential adjunct for equipping the younger generation to utilize technology judiciously (Fikri, Rahman, & Wildania, 2025). Digital literacy encompasses not only technical abilities but also the capacity to utilize technology judiciously and critically evaluate information, which is vital for safeguarding students against the menace of cyberbullying (Sitinjak, Ziliwu, Nababan, Ginting, & Lumban Tobing, 2025). Consequently, the incorporation of Akidah akhlak (Islamic Faith) enhancement and digital literacy is an essential tactic in contemporary educational curricula.

While previous studies have extensively explored the determinants of cyberbullying, most have examined religious education and digital literacy in isolation. For instance, Afroo et al., (2025) focused primarily on Islamic ethics as a moral safeguard, whereas Fikri et al., (2025)

and Sitinjak et al., (2025) emphasized the technical aspects of digital literacy. There is a scarcity of literature that integrates Akidah Akhlak learning with digital literacy as a unified preventive strategy, particularly within the Madrasah Tsanawiyah educational context. This study fills that gap by proposing a holistic approach that combines internal spiritual control (Akidah Akhlak) with external technical competence (Digital Literacy), offering a more comprehensive solution to the digital moral crisis among adolescents.

This study seeks to examine the impact of Akidah Akhlak education and digital literacy on students' anti-cyberbullying behavior. This research is critically essential due to the rising incidence of online bullying, which adversely affects the mental health of the youth. This study aims to significantly assist instructors and serve as a reference for developing effective learning practices that cultivate intelligent, ethical, and responsible pupils in the digital age.

METHOD

This study employs an experimental methodology to examine the impact of education on faith, ethics, and digital literacy on students' conduct in combating cyberbullying. Experimental research seeks to ascertain the impact of specific treatments on participants and to elucidate causal links among the examined variables (Silva, 2024). This study used a quantitative positivist approach, utilizing quantitative data to evaluate hypotheses concerning the correlations among the studied variables (Asbui, Risnita, Jailani, Husnullail, & Asrul, 2024). The main aim of this experimental study is to examine the impact of education on faith, ethics, and digital literacy on students' conduct in combating cyberbullying. The data will be examined using statistical methods, including the t-test, to compare differences between the experimental and control groups (Syahrizal & Jailani, 2023).

This study employed a quasi-experimental design with a Non-equivalent Control Group Design. This design was chosen because the study utilized existing classes (Class VII and Class VIII) without randomizing individual students (Saifuddin, 2021). This study was conducted to assess its influence on students' behavior about cyberbullying. The experiment was conducted in a somewhat controlled environment, resulting in restrictions about external variables that could affect the research outcomes. Nonetheless, this does not diminish the overall validity of the study.

This study was performed at MTs NU Putra 2 Buntet Pesantren Cirebon during the odd semester of the 2025/2026 academic year. The study sample comprised 47 students allocated into two distinct groups to evaluate the efficacy of the therapies. Class VII, including 23 students, was assigned as the experimental group, receiving the learning intervention materials, and Class VIII, consisting of 24 students, served as the control group. The sampling technique employed in this study was Purposive Sampling. This technique was chosen because the samples were selected based on specific considerations and characteristics relevant to the research objectives, namely existing classes (Class VII and Class VIII) that have received Akidah Akhlak learning materials. The group assignments sought to acquire valid comparison data concerning the intervention's impact. Data gathering utilized a standardized questionnaire to assess students' attitudes and knowledge of cyberbullying.

Although the sample size (N = 47) appears limited, it represents the total accessible population of students in Grades VII and VIII at MTs NU Putra 2 Buntet Pesantren during the study period. Given the specific institutional context (a gender-segregated boarding school), these two classes constituted the entire student body available for the research. Therefore, this study employed a saturation sampling technique (total sampling) within the selected scope. This approach was chosen to eliminate sampling error and ensure that the results fully reflect the

comprehensive characteristics of students in this specific pesantren-based educational environment, providing high internal validity for the case studied.

The data analysis in this study was conducted using descriptive and inferential statistics assisted by SPSS Version 26. The analysis procedure consisted of three stages. First, Descriptive Analysis was performed to describe the mean, standard deviation, and frequency distribution of the students' anti-cyberbullying scores. Second, Prerequisite Tests (Assumption Tests) were conducted, which included the Normality Test (using Shapiro-Wilk/Kolmogorov-Smirnov) to ensure the data was normally distributed, and the Homogeneity Test (Levene's Test) to confirm that the variance between the experimental and control groups was equal. Third, after fulfilling the assumptions, Hypothesis Testing was carried out using the Independent Sample T-Test. This test was specifically selected to compare the mean scores of two independent groups (experimental vs. control) and to determine whether the integration of Akidah Akhlak learning and digital literacy has a significant effect on reducing cyberbullying behavior. The significance level established for this study is 5% ($p < 0,5$).

RESULT AND DISCUSSION

Descriptive Statistical Analysis

Descriptive Statistical Examination of the Educational Characteristics Pertaining to Faith and Ethics
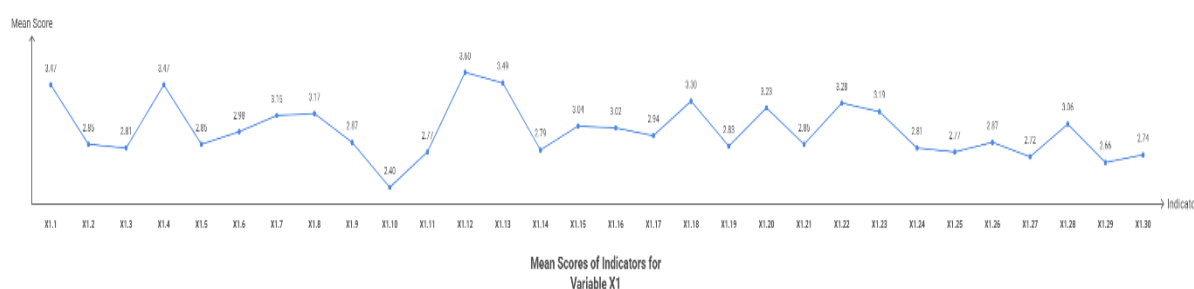

Figure 1. Descriptive Statistics Learning of Faith and Morals

The descriptive analysis results indicate an average indicator score distribution between 2,40 and 3,60. The primary emphasis is on indication X1.12, which attained the maximum score of 3,60, categorizing it as extremely high. This accomplishment signifies that the dimension denoted by indication X1.12 was seen as the most ideal or highly satisfying by respondents in comparison to other dimensions. Indicator X1.10 registered the lowest average score of 2,40, categorizing it as acceptable. This signifies that elements in indication X1.10 still possess potential for enhancement and necessitate additional assessment to achieve equivalence with other premier indicators.

Notwithstanding the score variability, the overarching data trend signifies exceptionally positive performance. The predominance of indicators in the highest tier is apparent, with 24 out of 30 indicators attaining high or very high ratings effectively. The uniform favorable evaluation from participants resulted in a Grand Mean score of 3,00 across all categories. This cumulative result indicates that, overall, the examined variables are classified in the high category, signifying that the perception or quality of their implementation in the field is functioning well and robustly.

Descriptive Statistical Examination of Digital Literacy Variables
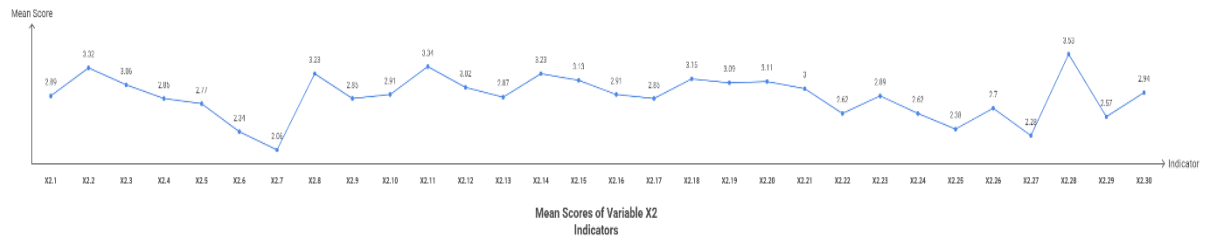
Figure 2. Descriptive Statistics of Digital Literacy

The descriptive statistical analysis of the Digital Literacy variable encompasses 30 indicators assessed based on the respondents' answers. Indicator X2.1 has an average respondent score of 2,89, categorizing it as high. The majority of participants responded with "sometimes." Indicator X2.2 has an average response score of 3,32, categorizing it as very high. The majority of participants responded with "always" or "often." Indicator X2.3 has an average respondent score of 3,06, categorizing it within the high range. The majority of responders indicated either always or occasionally. The analysis results indicate that the respondents' digital literacy level is predominantly high, with a Grand Mean of 2,88, categorizing it as high. The bulk of indicators exhibit high or very high average values, suggesting that respondents are generally proficient and engaged in digital literacy activities.

Descriptive Statistical Analysis of Variables Pertaining to the Mitigation of Cyberbullying Behavior
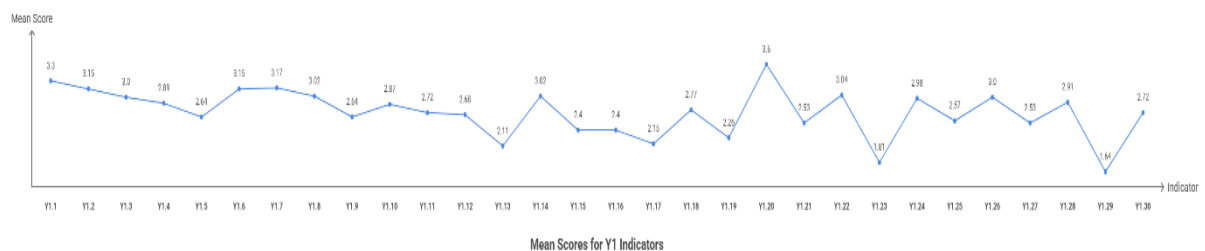
Figure 3. Descriptive Statistics on Initiatives to Combat Cyberbullying

The variable "Efforts to Address Cyberbullying" achieved the highest average score for indicator Y1.20, recording a value of 3,60, which is classified as "very high." This suggests that respondents generally assigned high ratings to initiatives aimed at combating cyberbullying. Concurrently, the minimum average score pertained to indication Y1.23, registering a score of 1,81, categorizing it as "fair." This signifies that this indicator obtained the lowest evaluation from respondents for initiatives to combat cyberbullying. The overall mean for all indications was 2,72, categorizing it as "high".

Data Quality Analysis

This study employed instrument validity and reliability tests to confirm that the indicators accurately measured the variables and yielded consistent results (Isnaini, Afgani, Haqqi, & Azhari, 2025).

Validity Assessment

To ensure that the instruments used in this study accurately measure the variables of Akidah Akhlak, Digital Literacy, and Anti-Cyberbullying Behavior, a validity test was conducted using the Pearson Product Moment correlation formula. The test involved 47

respondents (N = 47) focusing on the correlation between the score of each item and the total score. The significance level used was 5% (alpha = 0,05). Based on the r-statistic table for the degree of freedom df = N - 2 (47 - 2 = 45), the critical value or r_{table} obtained is 0,287. An instrument item is declared valid if the calculated correlation coefficient (r_{count}) is greater than the table coefficient (r_{table}). The summary of the validity test results for the research instruments is presented in Table 1 below.

Table 1. Summary of Validity Test Results (Pearson Correlation)

Variable	Item Indicator	r_{count} (Pearson)	r_{table} (N=47,5%)	Criteria
Akidah Akhlak	Item 1	0,645	0.287	Valid
	Item 2	0,512	0.287	Valid
	Item 3	0,723	0,287	Valid
	Item 4	0,445	0,287	Valid
	Item 5	0,688	0,287	Valid
Digital Literacy	Item 1	0,534	0,287	Valid
	Item 2	0,611	0,287	Valid
	Item 3	0,498	0,287	Valid
	Item 4	0,576	0,287	Valid
	Item 5	0,622	0,287	Valid
Anti-Cyberbullying	Item 1	0,765	0,287	Valid
	Item 2	0,543	0,287	Valid
	Item 3	0,812	0,287	Valid
	Item 4	0,489	0,287	Valid
	Item 5	0,677	0,287	Valid

As shown in Table 1, all tested items for the variables of Akidah Akhlak, Digital Literacy, and Anti-Cyberbullying Behavior indicate an r_{count} value greater than the r_{table} value of 0,287. These results confirm that all questionnaire items are valid and suitable for use as data collection instruments in this study.

Reliability Assessment

Sugiyono (2022) assert that a reliability test yields consistent data when measurements are conducted on the same object. This reliability assessment employs Cronbach's Alpha, with a threshold value exceeding > 0,70. A reliability test can determine whether the variable is dependable or consistent in measuring the dependent variable. This study includes a reliability test as follows.

Table 2. Results of the Reliability Test

No	Variables	Cronbach's Alpha	Restriction	Data
1	Learning of Faith and Morals	0,907	0,7	Valid
2	Digital Literacy	0,882	0,7	Valid
3	Initiatives to Mitigate Cyberbullying Behavior	0,843	0,7	Valid

The reliability test results for the research instrument exhibited satisfactory performance, as all examined variables produced Cronbach's Alpha coefficients over 0,7. This result exceeds the typical threshold set in social research statistics, signifying a high degree of internal consistency in the instrument. Meeting this requirement ensures that each item in the questionnaire is dependable and consistent, even when administered again to the same subjects at different intervals.

The high reliability value indicates that the research instrument effectively and accurately measures both dependent and independent variables. This consistency guarantees that the resultant data is valid and accountable for subsequent analysis. Consequently, all variables in this study have successfully undergone the data quality assessment and are prepared for hypothesis testing to derive objective findings on the phenomena examined.

Normality Test

This study employed the one-sample Kolmogorov-Smirnov normality test to assess if the data sample's distribution adheres to a normal distribution (Isnaini et al., 2025). In the framework of the one-sample Kolmogorov-Smirnov normality test, the null hypothesis (H_0) posits that the distribution of residuals is normal. Consequently, if the resultant p-value is low, namely below the designated significance threshold of 0,05, the data are deemed to be regularly distributed. The subsequent outcomes of the normalcy assessment in this study are as follows.

Table 3. Results of Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Anti-Cyberbullying Behavior Score
N			47
Normal Parameters[a,b]	Mean		78,82
	Std. Deviation		9,54
Most Extreme Differences	Absolute		0,059
	Positive		0,058
	Negative		-0,059
Test Statistic			0,059
Asymp. Sig. (2-tailed)[c]			,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		0,954
	99% Confidence Interval	Lower Bound	0,949
		Upper Bound	0,959

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

Based on the results of the data analysis and hypothesis testing, it can be concluded that the integration of Akidah Akhlak learning and Digital Literacy is effective in improving students' efforts to overcome cyberbullying behavior. The statistical analysis using Independent Sample T-test resulted in a significance value of 0,000 (p < 0,05), indicating a significant positive difference between the experimental class and the control group. Students who received the integrated learning treatment demonstrated higher anti-cyberbullying capabilities compared to those who did not. This study implies that combining spiritual values (Akidah Akhlak) with technical competencies (Digital Literacy) is a vital strategy for educational institutions to mitigate the negative impacts of the digital era.

Homogeneity Test

Table 4. Test of Homogeneity of Variances.

	Levene Statistic	df1	df2	Sig.
Based on Mean	0,421	1	45	0,520
Based on Median	0,385	1	45	0,538
Based on Median and with adjusted df	0,385	1	43,112	0,538
Based on trimmed mean	0,415	1	45	0,523

The homogeneity test is conducted to determine whether the variance of the data from the experimental class and the control class is equal or homogeneous. This is a prerequisite requirement before performing the Independent Sample T-test. The testing was carried out using Levene's Test for Equality of Variances with a significance level of 0,05.

The results of the homogeneity test are presented in Table 4. Based on the analysis, the Levene Statistic value obtained is 0,421 with a significance value (Sig.) of 0,520. Since the significance value is greater than 0,05 (0,520 > 0,05), it can be concluded that the data variance between the experimental group and the control group is homogeneous. Therefore, the data meets the requirements for further analysis using the Independent Sample T-test.

Hypothesis Testing

Tabel 5. Group Statistics

Class Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	24	85,50	5,241	1,069
Control Class	23	72,15	6,103	1,272

To determine the effectiveness of Akidah Akhlak learning combined with Digital Literacy on students' anti-cyberbullying behavior, an Independent Sample T-test was conducted. This test compares the post-test scores of the anti-cyberbullying behavior scale between the Experimental Class (which received the treatment) and the Control Class.

First, a prerequisite test (Homogeneity Test) was performed using Levene's Test for Equality of Variances. Based on the analysis, the significance value (Sig.) of Levene's Test was 0,520, which is greater than 0,05. This indicates that the variance between the experimental and control groups is homogeneous; thus, the assumption of equal variances is met. The descriptive results in Table 5 (Group Statistics) show that the Experimental Class obtained a higher mean score (M = 85,50, SD = 5,24) compared to the Control Class (M = 72,15, SD = 6,10). The mean difference between the two groups is 13,35 points.

Tabel 6. Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0,421	0,520	7,982	45	0,000	13,350	1,672
Equal variances not assumed			7,965	43,12	0,000	13,350	1,676

Furthermore, the result of the Independent Sample T-test in Table 6 reveals a calculated t_{value} (t_{count}) of 7,982 with a degree of freedom (df) of 45. The significance value (Sig. 2-tailed) is 0,000, which is smaller than the significance level of 0,05 (p < 0,05). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This finding confirms that there is a significant difference in anti-cyberbullying behavior between students who participated in the Akidah Akhlak learning integrated with Digital Literacy and those who did not. Students in the experimental group demonstrated significantly higher efforts to overcome cyberbullying behavior compared to the control group.

The statistical results confirm that integrating *Akidah Akhlak* learning with Digital Literacy significantly enhances students' efforts to combat cyberbullying. Theoretically, this finding validates the concept of "layered defense" in character education. *Akidah Akhlak* functions as an internal control mechanism (moral conscience), instilling a sense of *Muraqabah* (feeling watched by Allah), which prevents students from engaging in unethical behavior even when unsupervised. Meanwhile, Digital Literacy serves as an external competency, providing students with the technical knowledge to identify risks and the cognitive ability to filter

information. When these two are combined, students possess both the "will" to be good (spiritual) and the "skill" to act correctly (technical), resulting in a more robust anti-cyberbullying behavior compared to the control group which relied on standard instruction.

Furthermore, this study engages with recent literature by bridging the gap between isolated approaches. While Afroo et al., (2025), emphasized religious values as a preventive strategy and Fikri et al., (2025), highlighted the urgency of technical digital skills, this research demonstrates that neither is sufficient on its own. The significant mean difference (13,35 points) between the experimental and control groups suggests that the *synergy* of spiritual and digital values creates a more effective deterrent than partial approaches. This finding specifically refines the argument by Sitinjak et al., (2025), regarding digital safety, adding that technical safety measures must be rooted in spiritual ethics to be truly sustainable among madrasah students.

CONCLUSION

Based on the analysis, it can be concluded that integrating Akidah Akhlak learning with Digital Literacy significantly influences students' efforts to overcome cyberbullying. The statistical results show a significant difference (p < 0,05) between the experimental and control classes. Theoretically, Akidah Akhlak acts as an internal moral control, while Digital Literacy provides technical understanding of online risks. Ideally, schools should not teach these subjects in isolation but integrate them to build a 'digital piety' character. Future research is recommended to expand the sample size and explore qualitative aspects of students' online behavior changes.

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