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Integration of the Deep Learning Approach in Islamic Education at Madrasah Ibtidaiyah NW Aikmel in the 2025/2026 Academic Year

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ABSTRACT

This study is motivated by the need to develop an Islamic education learning model that not only focuses on cognitive aspects but also emphasizes the spiritual, affective, and reflective development of students. The deep learning approach is considered relevant because it fosters a profound understanding of Islamic values while shaping students' religious character in a holistic manner. The purpose of this study is to analyze the implementation of the deep learning approach in Islamic Education learning at Madrasah Ibtidaiyah NW Aikmel and to identify its impact on students' comprehension of religious values and behavior.This research employed a descriptive qualitative method, with data collected through observation, interviews, and documentation. The participants included Islamic Education teachers and upper-grade students at MI NW Aikmel. Data were analyzed through the stages of reduction, presentation, and conclusion drawing. The findings indicate that the integration of the deep learning approach was carried out through reflective learning activities, contextual discussions, and value-based Islamic projects. Teachers acted as facilitators who encouraged students to connect religious concepts with real-life situations. The study concludes that the deep learning approach is effective in enhancing the quality of Islamic Education learning at MI NW Aikmel. Students not only gained theoretical understanding of Islamic teachings but also internalized these values into their daily attitudes and actions. This approach can serve as an innovative model for developing Islamic Education learning at the elementary level to be more meaningful and transformative.

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INTRODUCTION

Primary education in the digital era faces increasingly complex challenges, particularly in improving the quality of learning so that it extends beyond cognitive achievement and rote memorization to foster critical thinking skills and in-depth conceptual understanding (Kustiarini et al., 2024). At Madrasah Ibtidaiyah NW Aikmel, Islamic Religious Education (IRE) practices continue to exhibit traditional tendencies, with teaching and learning processes dominated by lectures and memorization-based assignments that limit students' active engagement. However,

contemporary educational paradigms require the integration of knowledge acquisition, higher-order thinking skills, and the development of values and character (Juariah, 2023). This phenomenon indicates a gap between the ideals of twenty-first-century learning and the actual practices of Islamic primary education, in which the integration of the deep learning approach and Islamic values has not yet been optimally implemented (Wajdi et al., 2024).

Conceptually, the deep learning approach emphasizes meaningful, reflective, and understanding-oriented learning processes, enabling students not merely to master information verbally but also to connect their knowledge with real-life contexts (Fatmawaty, 2024). This process requires students' active participation in constructing knowledge through deeper exploration, analysis, and synthesis (Sarudin et al., 2024). In the context of Islamic education, the application of deep learning is particularly relevant because it can strengthen Islamic character formation through learning experiences that integrate cognitive, affective, and spiritual dimensions (Haiqal & Amiruddin, 2024). Therefore, madrasah teachers need adequate pedagogical and technological literacy to design deep learning experiences that are effective, contextual, and consistent with Islamic values.

Previous studies have demonstrated that the adoption of digital technology in madrasahs has developed considerably, as illustrated by Anugrah's (2023) study of madrasah digital transformation (Anugerah, 2023) and Isti'ana's (2024) research on technology integration in Islamic education (Isti'ana, 2024). However, most of these studies remain limited to the use of technology rather than examining the implementation of deep learning as a pedagogical approach that emphasizes reflective thinking and value internalization. Empirical research on deep learning in the context of madrasah ibtidaiyah (Islamic elementary schools) remains relatively limited, as much of the existing research has focused on secondary and higher education (Adib, 2024). Furthermore, few studies have simultaneously examined the relationship between deep learning implementation, Islamic character development, and the improvement of students' digital literacy (Oktaviani, 2024). Accordingly, significant research opportunities remain to investigate how the deep learning approach can be effectively integrated into Islamic primary education, particularly at Madrasah Ibtidaiyah NW Aikmel.

The novelty of this study lies in its focus on integrating the deep learning approach into Islamic Religious Education at the madrasah ibtidaiyah level, a topic that has rarely been examined comprehensively. Putri's (2024) theory of deep learning identifies three principal dimensions: meaningful learning, mindful learning, and joyful learning. These dimensions are consistent with Islamic principles of pursuing knowledge holistically and regarding the acquisition of knowledge as an act of worship (Putri, 2024). Meanwhile, Rohman et al.'s (2024) theory of digital transformation in Islamic education emphasizes the need to strengthen teachers' pedagogical competencies and technological readiness so that they can adapt to the challenges of the Fourth Industrial Revolution (Rohman et al., 2024). By synthesizing these two theoretical perspectives, this study seeks to address the empirical gap concerning the implementation of deep learning in Islamic primary education, with particular emphasis on students' conceptual understanding, the internalization of Islamic values, and the development of reflective thinking skills. The focus on Madrasah Ibtidaiyah NW Aikmel provides a representative local context for exploring the development of deep learning-based instructional models in Islamic primary educational institutions.

Building on this theoretical foundation, this study aims to analyze the process and implications of integrating the deep learning approach into Islamic Religious Education at

Madrasah Ibtidaiyah NW Aikmel, with particular emphasis on improving students' conceptual understanding, strengthening Islamic character, and increasing active participation in learning in the digital era.

METHODS

This study employed a qualitative approach within a constructivist paradigm, focusing on an in-depth understanding of the integration of the deep learning approach into Islamic education at Madrasah Ibtidaiyah NW Aikmel. This approach was selected because it enabled the researcher to explore the meanings, experiences, and perceptions of teachers and students in the context of implementing deep learning-based instruction grounded in Islamic values (Zein, 2024). The qualitative approach was also appropriate for the research objectives, which extended beyond describing empirical facts to analyzing their meanings and relevance to Islamic educational practices in the digital era (Rahmadani, 2024). The researcher served as the primary research instrument, collecting data through direct observation and reflective interactions with participants (Santoso et al., 2022). Through this approach, the study sought to generate a contextual, in-depth, and holistic understanding of deep learning implementation at the madrasah ibtidaiyah level.

The study employed a case study design because it enabled an intensive and in-depth exploration of a phenomenon within a specific context, namely the Islamic educational environment at Madrasah Ibtidaiyah NW Aikmel (Assyakurrohim et al., 2022). This design helped the researcher investigate the processes, strategies, and challenges involved in implementing the deep learning approach in the classroom, particularly in Islamic Religious Education (IRE). Through the case study design, the researcher examined the relationship between theory and practice while documenting pedagogical practices that reflected the spiritual and intellectual development of students (Achjar et al., 2023). The study focused on the implementation of deep learning strategies, including reflective learning, in-depth discussions, and the integration of digital technology to enhance students' understanding of Islamic values. This approach also enabled the researcher to explore the subjective meanings that teachers and students attributed to their learning experiences.

The study population comprised all teachers and students at Madrasah Ibtidaiyah NW Aikmel who were involved in Islamic Religious Education learning activities incorporating the deep learning approach. Given the qualitative nature of the study, participants were selected purposively based on the relevance and depth of the information they could provide (Nur & Utami, 2022). The research participants consisted of three Islamic Religious Education teachers, one madrasah principal, and eight upper-grade students from Grades IV–VI who actively participated in learning activities involving reflection and in-depth discussions. This selection strategy aimed to capture diverse perspectives on the implementation of deep learning from both teachers and students. The number of participants was not determined statistically but was guided by the principle of data saturation, which was reached when the collected data no longer yielded new findings (Muslihah et al., 2022).

The research instruments comprised observation guidelines, in-depth interview protocols, and documentation guidelines. Observations were conducted to examine classroom learning activities, particularly how teachers implemented deep learning principles to integrate Islamic values and educational technology (Harefa, 2023). In-depth interviews were conducted with teachers, students, and the madrasah principal to explore their perceptions, challenges, and strategies concerning the implementation of deep learning in the context of Islamic Religious Education (Ali et al., 2024). In addition, documents such as lesson plans, instructional modules,

and teachers' reflective notes were analyzed to corroborate the findings obtained through observations and interviews (Rahmatillah et al., 2024). The trustworthiness of the data was established through source and methodological triangulation to strengthen the validity and consistency of the findings (Susanto & Jailani, 2023).

Data were analyzed using the interactive model developed by Miles and Huberman, which comprised three main stages: data reduction, data display, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). Data reduction involved selecting and focusing on information relevant to the research objectives, while data display was conducted by organizing the findings into thematic narratives representing patterns of deep learning practices at the madrasah. The final stage, conclusion drawing and verification, was performed iteratively to ensure the consistency and credibility of the research findings (Husnullail & Jailani, 2024). Data credibility was further strengthened through member checking and peer debriefing, while the dependability of the research findings was maintained through an audit trail and the researcher's critical reflection (Sidiq et al., 2019). Through this analytical process, the study sought to produce an in-depth interpretation of the integration of deep learning into Islamic education at Madrasah Ibtidaiyah NW Aikmel.

RESULTS

Table 1. Observation Findings on the Deep Learning-Based Islamic Religious Education Process

Observed Aspect	Key Findings	Indicators of Deep Learning Implementation	Researcher's Interpretation
Teacher Activities	Teachers employed reflective methods and in-depth discussions to encourage students to think critically about the meanings of the Qur'anic verses and hadiths being studied.	The presence of mindful reflection activities and the connection of scriptural meanings to everyday life contexts.	Teachers acted as facilitators, guiding students to discover the meanings of Islamic teachings through deep understanding rather than mere memorization.
Student Participation	Students actively engaged in discussions and connected Islamic values with situations at home, at school, and in the community.	Students demonstrated conceptual linking between religious teachings and personal experiences.	Student participation increased because the learning process provided opportunities for reflection and contextual experiences.
Technology Integration	Teachers utilized digital media, including Islamic educational videos for children, the Quizizz application, and digital reflection boards.	The use of technology supported joyful learning and increased students' learning interest.	Technology served not merely as a supporting tool but also as a means of fostering meaningful and enjoyable learning experiences.

The observation findings indicated that Islamic Religious Education at MI NW Aikmel had incorporated elements of deep learning through reflective, collaborative, and technology-based activities. Teachers did not merely communicate Islamic teachings verbally but also encouraged students to understand spiritual values through analytical and reflective activities. These activities engaged students both emotionally and intellectually, strengthening their understanding of Islamic concepts and their relevance to everyday life.

Table 2. Findings from In-Depth Interviews with Teachers and Students

Informant	Interview Focus	Excerpt from the Statement	Researcher's Interpretation
Teacher 1	Strategies for implementing deep learning	"I want the children not only to memorize prayers but also to understand their meanings and know when to put them into practice."	The teacher sought to promote meaningful learning by emphasizing an understanding of the significance of worship.
Teacher 2	Challenges in implementation	"Time is limited, and teachers have varying levels of digital competence, but students adapt quickly."	Differences in digital competence presented a challenge that could affect the successful implementation of deep learning.
Student 1	Reflective learning experiences	"When we learn through videos and discussions, I understand the meaning better than when I am simply told to memorize."	Students perceived benefits from contextual and interactive learning experiences.
Student 2	Perceptions of teachers	"Teachers often ask for our opinions, so we feel more valued."	A dialogical approach fostered students' confidence and active participation.

The in-depth interviews revealed that teachers demonstrated pedagogical awareness of the need to shift the learning paradigm from memorization toward deeper understanding. Nevertheless, limited instructional time and varying levels of digital competence remained major challenges. From the students' perspectives, reflective and dialogical approaches created a more inclusive and meaningful learning environment, strengthening their learning motivation and sense of ownership of Islamic values.

Table 3. Documentary Findings from Lesson Plans, Instructional Modules, and Teacher Reflections

Document Source	Main Content	Evidence of Deep Learning Integration	Researcher's Analysis
Islamic Religious Education Teachers' Lesson Plans	The lesson plans included activities entitled "Reflection on Islamic Values" and "Contextual Discussion."	The lesson plan structure supported deep learning through analytical and reflective activities.	Teachers had begun designing value-based lesson plans using a reflective approach.
Instructional Modules	The modules contained exploratory tasks, such as "Connecting Qur'anic Verses with Social Phenomena."	The presence of conceptual linking and meaningful learning approaches.	The modules supported the development of critical understanding and the integration of spirituality.
Teachers' Reflective Notes	Teachers recorded evaluations of learning activities and plans for improvement in subsequent sessions.	The implementation of reflective teaching and continuous evaluation.	Teachers demonstrated reflective awareness as an integral component of deep learning implementation.

The documentary analysis reinforced the observation and interview findings, indicating that teachers at MI NW Aikmel had gradually and systematically implemented deep learning principles. The lesson plans and instructional modules demonstrated that learning activities were directed toward analysis, the interpretation of values, and the application of Islamic teachings to everyday life. Furthermore, teachers' reflective notes indicated the practice of reflective pedagogy, which strengthened the quality of learning grounded in Islamic values and deeper thinking.

Table 4. Synthesis of Research Findings

Dimension	Core Findings	Educational Implications
Pedagogical	Teachers had begun shifting the learning paradigm from	Continuous professional development is needed to strengthen Islamic Religious Education

	memorization-based instruction toward reflective and meaningful learning.	teachers' capacity to implement technology-integrated deep learning grounded in Islamic values.
Technological	The use of digital media supported active participation and joyful learning.	Technology integration should be directed toward reinforcing Islamic values rather than serving merely as a source of entertainment.
Affective-Spiritual	Reflective learning fostered students' religious awareness and social empathy.	Deep learning can serve as a means of developing Islamic character at the primary madrasah level.

Overall, the integration of deep learning into Islamic education at MI NW Aikmel enriched students' learning experiences by strengthening understanding, reflection, and spiritual values. Teachers played a central role as facilitators of meaningful learning by combining cognitive and affective approaches. Although challenges persisted, particularly in terms of limited instructional time and teachers' digital literacy, the findings indicated a positive movement toward pedagogical practices aligned with twenty-first-century educational demands and the principles of Islamic teachings.

DISCUSSION

1. Results Analysis

The findings indicate that implementing the deep learning approach at Madrasah Ibtidaiyah NW Aikmel has brought about a significant shift in the learning paradigm, moving from lecture-based and memorization-oriented instruction toward reflective learning processes that emphasize conceptual connections and the relevance of Islamic values to everyday life. This finding is consistent with the concepts of meaningful learning and mindful learning, which constitute core dimensions of contemporary deep learning approaches (Royani et al., 2024; Widagdo, 2024). Observations revealed that teachers played a more active role as facilitators, encouraging students to establish conceptual links between Qur'anic verses and social realities, thereby making learning more meaningful and contextually relevant. This finding aligns with the perspective of Suryaningsih and Supena (2024), who emphasized that design-based and simulation-based tasks can deepen students' conceptual understanding (Suryaningsih & Supena, 2024).

The use of digital media, including thematic videos, interactive quizzes, and digital reflection boards, further strengthened the dimension of joyful learning by enhancing students' emotional engagement. This learning process integrated cognitive and affective domains, fostering an active and participatory classroom environment (Affandi et al., 2024; Hasanah et al., 2023). In-depth interviews also revealed challenges in implementing the deep learning approach, particularly regarding variations in teachers' digital competencies and limited instructional time. These conditions indicate that the availability of technology alone does not guarantee effective learning without adequate teacher professional development and careful curriculum planning (Ismaya et al., 2024; Putra, 2024). An examination of lesson plans and instructional modules revealed teachers' efforts to integrate reflective and exploratory activities into a coherent learning framework, suggesting that deep learning was beginning to evolve from an individual initiative into a more systematic pedagogical practice (Solahudin, 2024).

2. Comparison with Previous Studies

Compared with previous studies, these findings reinforce the research of Nirwana et al. (2023), which highlighted the capacity of design-based learning to improve students' critical and reflective thinking skills (Nirwana et al., 2022). However, the findings from MI NW Aikmel demonstrate a distinctive contribution because the deep learning approach was adapted to the

context of primary Islamic education, making the connections between spiritual values and academic concepts more tangible (Dalimunthe, 2023; Utomo & Rizqa, 2024). These findings also differ from those of several previous studies that primarily focused on secondary or higher education. The present study demonstrates that deep learning principles can also be implemented effectively at the madrasah ibtidaiyah level through appropriate contextual learning strategies.

The field findings, which highlight the importance of teachers as facilitators rather than mere transmitters of information, support the research of Mardiana et al. (2024) and Hutabarat et al. (2024), who emphasized that technology becomes effective only when integrated with authentic tasks and meaningful interactions (Mardiana et al., 2024; Hutabarat et al., 2024). Furthermore, the consistency between the present findings and studies on Islamic educational transformation suggests that implementing deep learning in madrasahs requires continuous teacher training to ensure that pedagogical innovation is sustained rather than temporary (Prastiko & Supriyanto, 2024; Zarkasi et al., 2024). Overall, this study extends the existing literature on Islamic education by presenting empirical evidence from a primary Islamic educational setting, which has received relatively limited attention in previous scholarly research.

3. Implications of the Findings

The findings have several important implications. First, they indicate the need for curriculum policies that provide sufficient opportunities for reflective activities, authentic projects, and process-oriented assessment to promote meaningful learning in madrasahs. Second, improving teacher competence should be a priority because the successful integration of technology and deep learning depends substantially on teachers' ability to design authentic learning activities that foster students' deeper thinking. Third, investment in digital infrastructure must be accompanied by clear pedagogical policies to ensure that technology functions as a learning tool rather than merely a medium for delivering information. Fourth, integrating Islamic values into deep learning task design, such as connecting Qur'anic verses with contemporary social phenomena, could provide a distinctive instructional model for madrasahs and strengthen the identity of Islamic education in the digital era.

From the perspective of learning assessment, this study emphasizes the need for formative assessment that focuses on critical thinking processes and the internalization of values rather than solely on memorization outcomes. Islamic educational institutions need to develop assessment rubrics that evaluate the depth of students' understanding and the integration of religious values into their thinking processes (Hasan, 2024; Dahirin & Rusmin, 2024). In the long term, this approach could strengthen an Islamic educational paradigm that focuses not only on knowledge acquisition but also on the development of profound spiritual and social character.

4. Limitations of the Study

The principal limitation of this study lies in its restricted research setting, which was confined to Madrasah Ibtidaiyah NW Aikmel. Consequently, generalizing the findings to other madrasahs should be undertaken cautiously. Differences in social and cultural contexts, as well as teachers' competencies across institutions, may influence the effectiveness of deep learning implementation. Furthermore, because this study employed a descriptive qualitative approach based primarily on observations, interviews, and documentation, further research using mixed-methods or quasi-experimental designs is needed to strengthen the quantitative evidence regarding the effects of deep learning implementation on learning outcomes and the internalization of Islamic values.

CONCLUSION

The findings demonstrate that integrating the deep learning approach into Islamic education at Madrasah Ibtidaiyah NW Aikmel has positively influenced the learning process and its overall quality. This approach has encouraged a transition from memorization-based instruction toward learning that emphasizes deeper understanding, reflection, and the connection between Islamic values and students' real-life experiences. Teachers played an active role as facilitators in fostering critical thinking and spiritual awareness through reflective methods and contextual discussions. Accordingly, implementing deep learning in primary Islamic education can strengthen students' cognitive, affective, and spiritual engagement in an integrated manner.

The implementation of deep learning in the context of Islamic education also demonstrates that digital technology serves not merely as a supporting medium but as a means of expanding opportunities for reflection and collaborative learning. Teachers at MI NW Aikmel have made efforts to integrate educational videos, interactive applications, and reflective activities into lesson plans and instructional modules, making the learning process more meaningful and enjoyable. Although challenges remain, particularly regarding limited instructional time and variations in teachers' digital competencies, these pedagogical practices indicate positive progress toward Islamic education that responds to twenty-first-century needs, including digital literacy, critical thinking, and value-based character development.

Overall, this study confirms that deep learning can be adapted effectively to Islamic education at the madrasah ibtidaiyah level by emphasizing reflective, collaborative, and contextual learning principles. The implications of this study highlight the need for continuous teacher training in integrating technology and Islamic values into authentic instructional designs. Furthermore, Islamic educational institutions need to develop curriculum policies that prioritize meaningful learning as a strategy for nurturing a generation that is knowledgeable, morally upright, and competitive. Thus, the deep learning approach represents not merely a methodological innovation but also a spiritual and pedagogical instrument for strengthening the identity of Islamic education in the digital era.

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