

The Implementation of Deep Learning Approaches in Islamic Religious Education: A Qualitative Study on the Transformation of Teaching Practices

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Abstract: This study aims to analyse the implementation of the Deep Learning approach in Islamic Education (PAI) teaching, identify transformations in teaching practices, and describe the factors that support and hinder its implementation in a school setting. This study employs a qualitative approach using a case study design. Data analysis was conducted interactively and comprised data condensation, data presentation and drawing conclusions. The results of the study indicate that the implementation of Deep Learning is capable of transforming learning to make it more meaningful, reflective, contextual and learner-centred. This approach fosters deep understanding and the internalisation of Islamic values through exploration, collaboration, problem-solving and reflection, whilst strengthening the role of the teacher as a facilitator. Its implementation still faces challenges in the form of teacher competence, time constraints, learner readiness, and supporting facilities. This research contributes to the development of Islamic Education (PAI) that is contextual, humanistic, and in line with national educational transformation.

Keywords: Deep Learning; Islamic Religious Education; Transformation of Learning; Internalisation of Islamic Values.

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Abstrak: Penelitian ini bertujuan menganalisis implementasi pendekatan *Deep Learning* dalam pembelajaran PAI, mengidentifikasi transformasi praktik pembelajaran, serta mendeskripsikan faktor pendukung dan penghambat implementasinya di lingkungan sekolah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Analisis data dilakukan secara interaktif yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa

implementasi *Deep Learning* mampu mentransformasikan pembelajaran menjadi lebih bermakna, reflektif, kontekstual, dan berpusat pada peserta didik. Pendekatan ini mendorong pemahaman mendalam dan internalisasi nilai-nilai Islam melalui eksplorasi, kolaborasi, pemecahan masalah, dan refleksi, serta memperkuat peran guru sebagai fasilitator. Implementasinya masih menghadapi kendala berupa kompetensi guru, keterbatasan waktu, kesiapan peserta didik, dan sarana pendukung. Penelitian ini berkontribusi pada pengembangan pembelajaran PAI yang kontekstual, humanis, dan sejalan dengan transformasi pendidikan nasional.

Kata Kunci: *Deep Learning*; Pendidikan Agama Islam; Transformasi Pembelajaran; Internalisasi Nilai Islam.

A. Introduction

Educational transformation in the 21st century calls for a paradigm shift in learning from the acquisition of knowledge towards deep understanding, the internalisation of values, and the contextual application of knowledge in real life. Social change, developments in digital technology, and the dynamics of global life have had a significant impact on various aspects of life, including the world of education (Pare & Sihotang, 2023). Education today is no longer understood merely as a process of knowledge transfer, but also as a means of developing learners' thinking skills, creativity and readiness to face increasingly complex changes. The rapid development of information technology is driving educational institutions to transform their learning processes. This transformation is necessary to adapt education to the demands of the times and to develop learners who think critically and creatively, communicative and collaborative, with a strong character (Putra et al., 2025). Consequently, the modern learning paradigm calls for a shift from the mastery of subject matter towards meaningful, contextual and learner-centred learning.

Educational reform places learners at the centre of the learning process. The learning process focuses not only on the acquisition of information, but also on the ability to analyse, evaluate, create and relate knowledge to real life (Husna et al., 2025). Teachers play a strategic role as facilitators who create a learning environment that

supports exploration, reflection, problem-solving and the development of pupils' potential. The success of education is determined not only by academic achievement, but also by the ability to shape individuals who are adaptable, reflective and ethical in facing the challenges of the times (Sahra et al., 2025).

One emerging approach to addressing the need for educational transformation is Deep Learning. The Deep Learning approach emphasises in-depth learning through conceptual understanding, active engagement, reflection and the ability to relate knowledge to real-life contexts (Wibowo et al., 2025). This approach emphasises three key principles: meaningful learning, mindful learning and joyful learning (Rahmawati et al., 2025). Through this approach, learners not only acquire information, but also understand the meaning of the knowledge they have learnt and are able to apply it in real life. The Deep Learning approach is highly relevant to current learning needs, as it offers a more human-centred learning process that is geared towards the holistic development of learners (Wafi et al., 2025).

In the teaching of Islamic Religious Education, the implementation of the Deep Learning approach is highly relevant to the objectives of Islamic education, namely to nurture individuals who are faithful, God-fearing, knowledgeable and of noble character through a learning process that integrates the dimensions of knowledge, attitude and behaviour (Muhajjalina, 2025). Islamic Religious Education does not merely emphasise mastery of the subject matter, but also the internalisation of Islamic values as an integral part of pupils' character and habits. The Deep Learning approach supports this process through an understanding of the meaning of Islamic teachings, reflection on experiences, and the application of Islamic values in everyday life (Wafi et al., 2025). Consequently, this approach has the potential to transform teaching practices in Islamic Religious Education, making them more contextual, participatory and focused on character development.

Based on initial observations, the teaching of Islamic Religious Education still faces several challenges, such as low levels of active student participation, the predominance of conventional teaching methods, and the fact that teaching has not yet been optimised to encourage critical thinking, reflection and the relevance of the subject

matter to real life. Furthermore, the implementation of meaningful, conscious and enjoyable learning as characterised by Deep Learning has not yet been fully understood or applied by teachers. These circumstances highlight the need for a transformation in Islamic Religious Education to produce learning experiences that are more profound and relevant to pupils' needs.

The transformation of teaching practices is a key issue in the implementation of Islamic Religious Education in schools. Previous research has shown that a deep learning approach, through meaningful, mindful and joyful learning, can improve the quality of learning and foster motivation, critical thinking, active engagement and the ability to relate knowledge to real life (Andayanie et al., 2025; Prihantoro, 2025). Learning that emphasises meaningful learning experiences through the implementation of deep learning can enhance pupils' conceptual understanding, reflective skills and character development (Wibowo et al., 2025). Research into Islamic Religious Education generally focuses on the effectiveness of teaching models, the strengthening of religious character, and pupils' competencies. Meanwhile, studies on the implementation of Deep Learning as a means of transforming teaching practices in Islamic Religious Education, particularly through a qualitative approach, remain limited.

The implementation of the deep learning approach in Islamic Religious Education is important to examine because it encourages learners to actively construct knowledge and internalise Islamic values through meaningful, conscious and enjoyable learning. The novelty of this research has the potential to enhance pupils' understanding, religious attitudes and character. However, studies on its implementation in Islamic Religious Education remain limited. The novelty of this research lies in its examination of deep learning as a paradigm for transforming Islamic Religious Education in a way that is contextual, humanistic and aligned with the objectives of Islamic education as well as national educational reform.

B. Research Methods

This study employs a qualitative research design using a case study approach to gain an in-depth understanding of the implementation of the Deep Learning approach in

Islamic Religious Education and the resulting transformation in teaching practices. The research was conducted at State Senior Secondary School No. 11, Kerinci Regency, Jambi Province. Research informants were selected using purposive sampling, involving the headteacher, Islamic Religious Education teachers, and pupils directly involved in the implementation of the Deep Learning approach.

Data were collected through observation, semi-structured interviews and a documentary review of learning resources, teaching modules and other supporting documents. Data analysis was carried out interactively, comprising data condensation, data presentation and the drawing of conclusions. Data validity was ensured through source triangulation, methodological triangulation and member checking, ensuring that the research findings possess a high degree of credibility and are capable of providing a comprehensive picture of the implementation of the Deep Learning approach in Islamic Religious Education.

C. Result and Discussion

1. The Implementation of Deep Learning Approaches in Islamic Religious Education

The research findings indicate that the implementation of deep learning in Islamic Religious Education is capable of transforming learning to make it more meaningful, reflective, contextual and oriented towards the holistic development of pupils' competences. Pupils are actively engaged through exploration, analysis, discussion, reflection and problem-solving relating to Islamic values and real-life situations. This process not only enhances conceptual understanding but also fosters the appreciation and internalisation of Islamic values in their daily attitudes and behaviour, thereby shifting learning from surface learning towards deep understanding.

These findings are consistent with other research indicating that the application of deep learning in Islamic religious education can foster in-depth understanding, creativity, critical thinking skills and the strengthening of pupils' religious character (Hasanudin et al., 2025). The implementation of deep learning in Islamic Education can be achieved through activities that encourage critical, reflective, creative and contextual thinking, such as case studies, discussions on religious moderation, reflection on moral

values, the study of Qur'anic verses, and the resolution of religious issues (Aliah et al., 2026). These activities link religious knowledge to real-life situations, thereby making learning more relevant and meaningful. Furthermore, they develop higher-order thinking skills, communication, collaboration, creativity and reflection all of which are key 21st-century competencies (Nurdianti & Kurino, 2026). This demonstrates that Deep Learning is well-suited to the characteristics of Islamic education, which emphasises a balance between faith, knowledge and good deeds.

Conceptually, Deep Learning is a learning approach that emphasises the development of in-depth understanding through critical thinking, reflection, knowledge construction and the application of learning outcomes in real life (Della et al., 2025). The Deep Learning approach is based on three key principles: mindful learning, meaningful learning and joyful learning (Rahmawati et al., 2025). These three principles demonstrate that Deep Learning is not only focused on cognitive achievement, but also takes into account the learning experience as a whole (Andayanie et al., 2025). In Islamic Religious Education, these three principles can be realised through activities that encourage pupils to understand the wisdom behind Islamic teachings, to reflect on religious values, and to develop an awareness of the need to put them into practice in their daily lives (Kurnia et al., 2026). The implementation of deep learning transforms the teacher's role from that of a source of information to that of a facilitator who encourages learners to explore, think critically, engage in dialogue, reflect, and relate the subject matter to real life. This transformation in learning can take place if teachers are able to create a learner-centred learning environment, provide space for reflection, and encourage learners to actively construct knowledge (Waluyo et al., 2025).

In Islamic Religious Education, the Deep Learning approach supports the development of cognitive abilities, religious character, spiritual awareness and critical thinking. This is in line with the aims of Islamic education to shape the whole person (*insan kamil*) through a balance of intellectual, spiritual, emotional and social intelligence (Suryani et al., 2024). Furthermore, Islamic Education (PAI) teaching needs to integrate an understanding of Islamic values with everyday life so that pupils are able to put religious teachings into practice in a variety of situations (Widodo et al., 2025).

Deep Learning supports the objectives of Islamic education through the contextual understanding, internalisation, reflection and application of Islamic values. This approach also develops 21st-century skills, such as critical thinking, creativity, communication, collaboration, character and the ability to apply knowledge to solve real-world problems (Aini & Sulistyaningrum, 2026). This is consistent with other research showing that meaningful learning experiences can enhance pupils' motivation, reflective skills and the internalisation of character values (Herdiani & Dewi, 2026).

The implementation of deep learning in Islamic Religious Education (IRE) makes interactions more dialogic and participatory. Deep learning in IRE not only transforms learning strategies and patterns of interaction, but also supports the internalisation of the value of trustworthiness amongst pupils. The value of trustworthiness is realised through the assignment of responsibilities within the learning process, collaboration, and the application of Islamic values in real life (Jasmita et al., 2026). The success of learning is measured not only by mastery of the subject matter, but also by the ability to understand meaning, think critically and apply knowledge in real life (Parmaningsih et al., 2026). The Deep Learning approach encourages Islamic Religious Education to become more contextual by linking religious material to the real-life issues faced by pupils. Values such as honesty, responsibility, tolerance, justice, compassion and good character are explored through real-life issues. Through problem-based learning, pupils analyse issues based on Islamic principles, identify relevant values and formulate alternative solutions (Harahap et al., 2026; Jasmaludin et al., 2025).

Several factors are crucial to the successful implementation of learning, one of which is reflection. Reflection is a key component in the application of Deep Learning as it provides learners with the opportunity to evaluate their learning experiences, understand the lessons learnt, and relate these to their everyday behaviour (Herdiani & Dewi, 2026). The success of implementing deep learning is also influenced by teachers' ability to design contextual, active and learner-centred lessons (Trisanani et al., 2025). Furthermore, the use of digital technology can also broaden access to learning resources whilst developing pupils' digital literacy skills (Abas & Supi'ah, 2025).

Based on the above, Deep Learning is a relevant pedagogical approach for transforming Islamic Religious Education into a more in-depth, meaningful, reflective and contextual learning experience. This approach not only enhances religious understanding, but also strengthens the internalisation of Islamic values, religious character, spiritual awareness, and the ability to practise Islamic teachings in daily life. Through the integration of knowledge, thinking skills, character and spirituality, Deep Learning shifts the focus of learning from rote memorisation towards understanding, appreciation, reflection and practice, in line with the objectives of Islamic education and the demands of the 21st century (Suteja et al., 2025).

2. Forms of Transformation in Teaching Practice

The research findings indicate that the implementation of Deep Learning in Islamic Religious Education transforms the orientation of learning from the mere delivery of material towards a deep, reflective, meaningful and contextual understanding. This transformation encompasses changes in methodology, teacher–learner interaction, knowledge construction, learner engagement, and the ability to relate religious knowledge to real-life situations. These findings underscore the relevance of Deep Learning to the characteristics of Islamic Religious Education, which emphasises not only the mastery of knowledge but also the internalisation and practice of Islamic values in everyday life.

The transformation in learning is evident in the shift from teacher-centred learning towards a more participatory and student-centred approach. The Deep Learning approach also shifts the focus from rote learning towards deep understanding and the internalisation of religious values (Dzulfiqar & Miskiyah, 2026). The Deep Learning approach emphasises the understanding, application and reflection on knowledge so that learners are able to relate it to their own lives. This approach reinforces the teacher's role as a facilitator in creating meaningful and reflective learning (Khotimah & Abdan, 2025). Teachers play a role in continuously evaluating and refining teaching strategies. In Islamic Religious Education, learning experiences are essential so that pupils not only understand Islamic teachings, but also interpret and apply them in real life (Aliyah et al., 2025; Ulum & Achadi, 2026). Islamic Religious Education has become more

contextual by linking religious content to the lives of pupils. Deep Learning promotes active, authentic, collaborative and problem-solving-based learning, whilst integrating faith, knowledge and good deeds (Anis & Madjid, 2026).

From the perspective of Islamic education, the research findings are relevant to the aim of fostering the ‘whole person’ (insan kamil), which involves not only developing intellectual abilities but also shaping individuals who are faithful, God-fearing, of good moral character, and socially responsible through a balance of intellectual, spiritual, emotional and social aspects (Kulsum & Muhid, 2022). Accordingly, Islamic Education (PAI) teaching needs to integrate Islamic values with real-life experiences so that pupils are able to put religious teachings into practice in a variety of situations (Musyarofah & Sahlan, 2026; Yusri et al., 2024). In Islamic Religious Education, deep learning can be developed through real-world problems that link the subject matter to personal, social, moral and technological aspects. This approach emphasises the integration of knowledge, values and action (Wafa et al., 2025). Contextual learning links Islamic teachings to real-life issues, thereby making religious understanding more meaningful and transformative (Hidayati et al., 2024). Critical thinking skills are a key aspect of Islamic Education (PAI) learning through Deep Learning. Pupils do not merely understand and memorise the material, but also analyse, evaluate and relate Islamic values to real-life situations. This approach supports the development of Higher Order Thinking Skills (HOTS) through exploration, collaboration, problem-solving and reflection (Aliyah et al., 2025).

Reflection is a key element in the implementation of deep learning in Islamic Education. Reflection helps pupils evaluate their learning process, understand the development of their knowledge and ways of thinking, and identify values that can be applied in their daily lives (Fitri & Dewi, 2026). In this context, reflection can serve as a bridge between conceptual understanding and the realisation of Islamic values; such activities can foster contextual understanding and strengthen the link between religious understanding and religious practice (Kurnia et al., 2026). Deep Learning integrates cognitive, affective and psychomotor aspects, which promote dialogic, reflective and contextual learning and develop learners’ competencies in a holistic manner (Riyad et

al., 2026). This process fosters communication, critical thinking, tolerance, cooperation, problem-solving and responsible decision-making (Husna et al., 2025; Ratri et al., 2026). In Islamic Education, these skills are necessary to enable pupils to apply Islamic principles when dealing with social, moral and digital issues (Muhajjalina, 2025; Rahma et al., 2024).

3. Supporting and Hindering the Implementation of the Deep Learning Approach in Islamic Religious Education

The research findings indicate that the implementation of the Deep Learning approach in Islamic Religious Education is influenced by various interrelated facilitating and hindering factors. Facilitating factors include teacher competence, school support, the characteristics of Islamic Religious Education materials, and learner engagement and motivation. Conversely, the barriers include limitations in teachers' competence and training, teaching time, pupils' readiness, and facilities and infrastructure. These conditions indicate that the success of Deep Learning requires the readiness of both teachers and pupils, as well as adequate school support and facilities.

The key factors supporting the implementation of Deep Learning are teachers' competence and readiness. Teachers who understand the principles of Deep Learning are able to act as facilitators by designing active, dialogic, contextual and reflective learning experiences through exploration, discussion, analysis and the application of Islamic values. These skills support learner-centred learning and develop higher-order thinking skills (Trisanani et al., 2025). In addition to teachers' competence, school support and an innovative learning culture are key factors in the implementation of Deep Learning. Support from the headteacher, the learning community and collaboration amongst educators create a conducive environment by reinforcing meaningful, collaborative, reflective and innovative learning (Ratri et al., 2026). Consequently, the successful implementation of deep learning is not solely the responsibility of teachers, but requires ongoing institutional support.

Furthermore, the nature of the subject matter is also a contributing factor, as it is closely linked to the lives of the pupils. Topics such as ethics, worship, tolerance, religious moderation and social responsibility can be explored through real-life

phenomena from an Islamic perspective. Islamic Religious Education must integrate an understanding of religious values with practical life experiences so that pupils are able to put Islamic teachings into practice in a variety of contexts (Sutriani et al., 2025). Another contributing factor is the learners' engagement and motivation. Deep Learning encourages active participation through discussion, problem-solving, collaboration and reflection, thereby enhancing learners' sense of responsibility, motivation and reflective skills in relating the subject matter to their life experiences (Herdiani & Dewi, 2026).

On the other hand, the implementation of deep learning faces obstacles in the form of limited understanding and preparedness among teachers, particularly when it comes to distinguishing between active learning and deep learning. Limited training, professional support and teaching time can also hinder its implementation, as deep learning requires space for cognitive activation, inquiry, reflection, collaboration and the application of knowledge in authentic contexts (Asyari et al., 2025). Other challenges include the varying levels of readiness amongst learners and limitations in facilities and infrastructure. Learners accustomed to passive learning require time to adapt and guidance to develop their critical thinking, reasoning, analytical and independent learning skills. Limitations in technology and learning resources can also restrict the learning experience; therefore, support in the form of infrastructure, access to technology, ongoing training and guidance is required (Nashrullah et al., 2025).

Based on the above discussion, the implementation of deep learning in Islamic Education is influenced by interrelated enabling and inhibiting factors. Supporting factors include teacher competence, school support, an innovative learning culture, contextual learning materials, and learner engagement, whilst barriers include limited teacher understanding and training, time constraints, learner readiness, and facilities and infrastructure. The successful implementation of Deep Learning requires comprehensive support from the education system through the strengthening of teacher competence, school policies, learning resources, and the familiarisation of pupils with the approach.

D. Conclusion

The conclusions of this study indicate that the implementation of deep learning in Islamic Religious Education is capable of transforming learning from an approach

centred on the transfer of knowledge and rote learning into one that is more meaningful, reflective, contextual and learner-centred. This transformation is evident in the shift in the teacher's role to that of a facilitator, increased learner engagement, and the development of deep understanding through exploration, discussion, collaboration, problem-solving and reflection, which support the internalisation and practice of Islamic values. Its implementation is supported by teachers' competences, the school environment, and contextual learning materials; however, it still faces limitations in terms of teachers' understanding, time, learners' readiness, and supporting resources. Therefore, the development of Deep Learning needs to be supported through the enhancement of teachers' competences, the strengthening of a culture of learning, and the contextual use of learning resources and technology.

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