

STRENGTHENING DEEP LEARNING IN INNOVATIVE ISLAMIC EDUCATION LEARNING AT MAFATIH ISLAMIC ELEMENTARY SCHOOL, BEKASI

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Abstract: In this study describes the analysis of the implementation of deep learning in Islamic Religious Education learning at SDIT Mafatih Bekasi. Strengthening Islamic Religious Education is still often found to be less motivating for students and boring, so deep learning is needed to help solve learning problems in Islamic Religious Education and be able to produce enjoyable learning, also improve enjoyable student learning. This research activity applies qualitative methods with data collection using observation and interview techniques with the curriculum vice principal, Islamic Religious Education teachers, fifth grade students of SDIT Mafatih Bekasi City, as well as documentation analysis which includes teaching modules, learning assessment results, and teacher diaries. Data analysis techniques are carried out through several stages: first, data reduction, namely by simplifying relevant data; second, presenting data in tabular and narrative form; third, drawing conclusions to identify data. This study found that the application of the deep learning approach in Islamic Religious Education learning, is able to increase students' enthusiasm and active participation in learning, increase understanding of Islamic Religious Education material in depth, and improve students' reflective abilities in linking religious values with real life. Teachers, as facilitators in learning, play a crucial role in creating a conducive learning environment by helping students develop critical and collaborative thinking skills. The deep learning approach has proven effective in improving the quality of Islamic Religious Education (PAI) learning at SDIT Mafatih. This study recommends intensive training for teachers to support the optimal implementation of the deep learning approach. This research is expected to serve as a reference in developing interactive, innovative, and life-relevant Islamic Religious Education (PAI) learning activities.

Keywords: Deep Learning; Islamic Religious Education Learning; Innovative

INTRODUCTION

Education in Indonesia is currently undergoing a significant transformation, where critical thinking, creativity, and collaboration are becoming essential skills for facing the global challenges of the 21st century. This change demands innovation in curriculum and learning strategies that emphasize not only mastery of material but also in-depth understanding and active student involvement in the learning process (Rohmad & Alfiani, 2021). One relevant approach to addressing this challenge is deep learning, introduced in the context of Indonesian education by Abdul Mu'ti, the Minister of Elementary and Secondary Education. He emphasized the importance of shifting learning models from mere memorization to comprehensive understanding (Kompas, 2024). The deep learning model emphasizes meaningful learning that fosters students' full emotional and cognitive engagement. This approach, Paradigma: Journal of Philosophy, Science, Technology, and Technology, encourages students to connect knowledge with personal experiences and real-world realities (Ragoonaden, 2015). This strategy also aligns with the spirit of the Independent Curriculum, which emphasizes project-based learning, freedom of learning, and in-depth study of material according to student interests (Sari, 2023). On the other hand, Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morals. PAI not only transfers religious knowledge but also fosters morality and social values as a foundation for life (Sudrajat in Widaningsih, 2019). Islamic education aims to prepare a generation that is not only intellectually intelligent but also spiritually and socially superior, ready to face the current moral and leadership crisis (Arifin, Anshori, & Rahman, 2021). As a millennial Muslim generation living in the modern era, the integration of science, technology, and Islamic values is crucial. Therefore, the development of technology-based learning strategies such as deep learning in PAI subjects is urgent (Arifin et al., 2021). This strategy enables students to understand Islamic teachings more deeply and contextually, and can be applied to everyday life. With the development of artificial intelligence (AI) technology, the application of deep learning in education is not only limited to exact sciences but is also beginning to expand into the realm of social and religious learning. In this regard, the integration of technology into Islamic religious learning enables a more personalized, data-driven, and adaptive approach to each student's needs (Hermawan, 2023). Technology can assist teachers in analyzing student learning styles, providing automated feedback, and even recommending religious content relevant to students' understanding in real time.

The application of deep learning also reflects a transformative approach that prioritizes not only declarative knowledge but also fosters reflective awareness and students' spiritual engagement in the learning process (Mezirow, 2000). In the context of Islamic Religious Education (PAI) learning, this is crucial because the learning process is not only cognitive, but also affective and psychomotor. Furthermore, the application of deep learning in PAI aligns with the vision of 21st-century learning, where students are expected to be not only recipients of information but also creators of meaning, capable of making decisions, solving problems, and applying Islamic values in social life (Diputera, 2024). With a deep learning-based approach, students are trained to think critically about the socio-religious realities around them, such as issues of tolerance, digital ethics, and complex global moral challenges. Furthermore, research shows that deep learning can foster students' intrinsic motivation, particularly in values-based learning such as PAI,

because students feel more emotionally connected to the material they are learning (Nurmidi, 2024). This demonstrates that a technological approach to religious learning does not replace the role of teachers, but rather serves as a tool to strengthen the effectiveness and relevance of Islamic education in the digital era. Based on this background, researchers are interested in exploring how the application of deep learning can enrich students' learning experiences in Islamic Religious Education subjects, contributing to the development of innovative, adaptive, and relevant learning strategies to the needs of 21st-century learning, especially in the context of religious education.

METHOD

This research is a qualitative research with a descriptive approach, which aims to describe systematically, factually, and accurately the facts, nature, and relationships between the phenomena studied. The data collected are not in the form of numbers, but descriptive data such as interviews, observations, and written documentation (Akmal et al., 2019). This research focuses on the implementation of the deep learning model in Islamic Religious Education learning. The approach used in this research is phenomenology, an approach that emphasizes understanding the meaning of a person's or group's life experiences regarding a phenomenon (Moleong, 2019). In this context, the researcher seeks to capture the subjective meaning of the application of deep learning in Islamic Religious Education teaching and learning activities from the perspective of teachers and students. Through a phenomenological approach, researchers can explore in depth the values, beliefs, and perceptions of informants regarding the learning process undertaken (Yusanto, 2020). In qualitative research, the researcher acts as the main instrument. The researcher's direct presence in the field is an integral part of the research process to ensure the depth of the data obtained (Soegianto, 1989). Direct interaction between researchers and informants, as well as active involvement in data collection and interpretation, are important elements in producing a holistic understanding of the phenomena being studied.

This research was conducted at . This school was chosen because it has an educational environment that supports the implementation of innovative learning methods, including deep learning. In addition, the diverse backgrounds of students and educators at this school are relevant factors to be used as objects of study. The data in this study consists of two types, namely: 1. Primary data: Data obtained directly from in-depth interviews with Islamic Religious Education teachers, principals, and students. 2. Secondary data: Data obtained from documentation, archives, learning activity records, and other relevant written sources. Data collection was carried out through: • Observation of the Islamic Religious Education learning process in the classroom. • In-depth interviews with informants directly involved in the learning process. • Documentation in the form of teacher notes, curriculum, and syllabus of technology-based Islamic Religious Education learning. Data analysis was carried out using the Miles and Huberman model, namely through three stages: data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1994). To ensure data validity, the following were carried out: • Triangulation of sources and techniques. • Member checking of informants. Discussion with colleagues to avoid bias in data interpretation (Moleong, 2019). **RESULTS AND DISCUSSION** Based on observations, interviews, and documentation conducted

RESULTS AND DISCUSSION

The application of deep learning in Islamic Religious Education (PAI) has begun to be integrated through an approach that encourages in-depth understanding of the material. PAI teachers not only deliver material in a one-way manner but also act as facilitators who encourage students to think critically, discuss, and relate learning to everyday life. This aligns with the concept of deep learning according to Ragoonaden (2015), who states that deep learning emphasizes students' emotional and cognitive involvement in the learning process and encourages more reflective and meaningful learning. Meanwhile, Mezirow (2000) also states that deep learning is a transformative process that involves critical evaluation and in-depth reflection on a material. One teacher stated that "students more easily understand Islamic values when they are asked to write personal reflections or discuss their spiritual experiences in class." This indicates that the deep learning approach has sparked emotional and personal involvement in the learning process. Theoretically, this approach is also in line with the cognitive understanding theory according to Nurhadi (2020), where the process of thinking and receiving information must involve systematic association and evaluation of the material.

B. Contribution of Deep Learning in Improving Student Interaction and Learning Experience in PAI. Based on the research results, the following are some of the contributions of deep learning that have been identified:

1. **Increased Student Engagement** Students are more active in discussions and asking questions. They feel that Islamic Religious Education (PAI) material is relevant to their lives, because teachers adapt learning to real contexts and student experiences. Teachers are no longer the only source of learning, but become facilitators of discussion and reflection. This demonstrates the implementation of student-centered learning as emphasized by Mustopiyah (2024), that student-centered Islamic Religious Education will increase engagement and understanding
2. **More Meaningful Learning Experiences** Students not only memorize verses or Islamic laws, but are also able to internalize and apply Islamic values such as honesty, discipline, and tolerance. This shows a real change in behavior which is an indicator of the success of deep learning, as stated by Diputera (2024), that deep learning is able to form a comprehensive understanding and practical application in students' lives
3. **Increased Social and Religious Interaction** There is an increase in cooperation between students in religious activities such as surah discussions, Islamic social projects, and the implementation of worship practices. Learning becomes a space for the formation of religious character that is not forced, but grows from one's own awareness. This strengthens the view of Arifin et al. (2021), which states that technology-based and reflective Islamic learning can produce students with high morality
4. **Growth of Meta-Cognitive Awareness** Research shows that 75% of students admitted to better understanding the meaning of prayer after being asked to write personal reflections in a daily journal. There are also students who feel more comfortable learning through group discussions or direct practice such as ablution and zakat simulations. This shows that students are beginning to recognize their own learning styles, regulate emotions while learning, and evaluate their understanding of religious material independently. This concept is reinforced by meta-cognitive theory which states that self-reflection on the learning process is key in deep learning (Ragoonaden, 2015) This study aims to analyze the application of the deep learning approach in Islamic Religious Education (PAI)

learning. The main focus of this discussion includes increasing interaction, student learning experiences, and contributions to the formation of religious character. Why is this so, according to Wachidah (2023) in learning there are supporting factors for increasing interaction, including the readiness of human resources in utilizing technology in learning. The majority of students feel satisfied with the material delivered by the teacher directly. This makes them reluctant to seek additional information as learning references on the internet, even though educational institutions' facilities and infrastructure already support the implementation of IoT (Internet of Things) in learning.

1. Increasing Student Engagement and Interaction This makes them reluctant to seek additional information as learning references on the internet, even though educational institutions' facilities and infrastructure already support the implementation of IoT (Internet of Things) in learning.

Based on observations and interviews with teachers and students, it was found that the implementation of deep learning in Islamic Religious Education (PAI) can increase active student engagement. Students are no longer merely passive listeners, but are beginning to demonstrate the courage to ask questions, discuss, and relate Islamic Religious Education material to actual conditions in their daily lives. Teachers are transforming from information centers to facilitators and guides who accompany students in the process of exploring and reflecting on Islamic values. This change is in line with the view of Ragoonaden (2015), who stated that deep learning focuses on comprehensive learning with active cognitive and emotional involvement of students.

2. Meaningful and Reflective Learning One important finding in this study is the creation of more meaningful learning. Students no longer simply memorize religious maxims or laws, but rather understand their meaning and are able to apply Islamic teachings in real contexts. For example, several students admitted to becoming more disciplined and honest after understanding the importance of honesty in Islam through reflection in daily Islamic Religious Education journals. Diputera (2024) emphasized that deep learning fosters a lifelong learning mindset and strengthens the ability to apply knowledge in various situations.

3. Growing Meta-Cognitive Awareness: The deep learning approach also encourages the growth of meta-cognitive awareness in students. They begin to recognize learning strategies that suit them, such as

4. Strengthening Social and Religious Interactions Social interactions between students are increased through project-based learning or discussions of religious values. Students voluntarily participate in additional religious activities, such as religious studies, zakat practices, and prayer simulations. This demonstrates an intrinsic awareness of religious values that is strengthened by the immersive learning model. Mustopiyah (2024) emphasized that a student-centered Islamic Religious Education (PAI) approach can strengthen the internalization of Islamic values more effectively.

5. Challenges in Implementation Despite its positive impact, the implementation of deep learning is not without challenges, such as time constraints, teacher readiness, differences in student learning styles, and technological infrastructure. However, school support in the form of training, workshops, and technology-based curriculum development has helped overcome these obstacles gradually. Sugiyono (2017) stated that challenges in qualitative research can be overcome through method adaptation, active researcher participation, and valid data triangulation.

CONCLUSION

Based on the results of research conducted at SDIT Mafatih, it can be concluded that the implementation of a deep learning approach in Islamic Religious Education (ISE) learning significantly contributes to the quality of the teaching and learning process. Teachers not only act as material deliverers but also as facilitators who encourage students to think critically, reflect on religious values, and relate them to real life. The implementation of deep learning has been proven to increase student engagement, both cognitively and emotionally. Students become more active in discussions, writing reflections, and expressing opinions related to Islamic values. Furthermore, learning becomes more meaningful because students not only understand religious texts but are also able to internalize and apply them in social life. The study also found that this approach can foster metacognitive awareness, namely the ability of students to recognize their best learning styles, self-evaluate, and regulate emotions in understanding Islamic Religious Education material. This awareness is an important foundation for sustainable and transformative learning. However, the implementation of deep learning also faces challenges such as limited time, teacher readiness, and technological adaptation. However, school support and teacher training have helped to gradually overcome these obstacles. Thus, the deep learning model is worth considering as an effective learning strategy in Islamic religious education in the modern era.

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