

Date Received : October 2024
Date Revised : November 2024
Date Accepted : November 2024
Date Published : November 2024

THE IMPACT OF IMPLEMENTING DEEP LEARNING ON STRENGTHENING ISLAMIC RELIGIOUS EDUCATION VALUES

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Keywords:

Deep Learning,
Impact of Deep
Learning,
Strengthening
Islamic Values.

ABSTRACTS

This study analyzes the implementation of deep learning at SMP IT Ishlahul Ummah Prabumulih, a private school in Prabumulih that has adopted this approach. The research employs a descriptive qualitative method with data collection techniques including observation, interviews, and document analysis. The data are presented in narrative form and tables. The findings indicate that deep learning is integrated into both religious and general subjects and is reinforced through school programs and various student activities. The impact of implementing deep learning includes increased motivation for worship, improved focus during the learning process, and active student participation in class. The learning model that synergizes formal and non-formal education has proven effective in strengthening Islamic Education values. The values developed include manners (adab), mutual respect, responsibility, and noble character (akhlaq). The practical implication of this study is that the implementation of deep learning can be replicated in other Islamic schools with contextual adjustments according to local needs.

A. INTRODUCTION

Deep learning has become an urgent need in today's educational landscape. This learning model is capable of touching the affective dimension of students, ensuring that the learning process does not merely focus on cognitive aspects but also on the development of emotions, meaning, and meaningful learning experiences. Through deep learning, students can understand the material more effectively, engage in the learning process with joy, and internalize knowledge more optimally.

Deep learning is an approach that emphasizes the creation of a conscious, meaningful, and joyful learning atmosphere and process through the holistic and integrated development of thought, heart, feeling, and physical activities (Jenny Hendrianty et al., 2024). Social phenomena such as the rise of student violence, technology misuse, and the decline of public ethics affirm that an education system focused solely on intellectual intelligence (IQ) is no longer sufficient to shape a well-rounded human being (Pahrurroji, 2025). It is necessary to implement meaningful learning so that students are able to understand the values and meanings behind every action and realize that negative behaviors are neither to be emulated nor justified.

In response to these challenges, the Minister of Primary and Secondary Education (Kemendikbudristek), Prof. Abdul Mu'ti, carried out a comprehensive curriculum reform by launching several new policies. One of the fundamental policies is the implementation of deep learning, which is viewed not as a curriculum but as a learning approach that emphasizes comprehensive conceptual understanding, relevance to students' lives and future, and its application in real-life contexts (Anwar & Sodik, 2025). However, its implementation at the school level still faces various challenges, such as limited technological facilities and the unequal understanding among teachers regarding the concept of deep learning (Irfanuddin et al., 2025).

The implementation of Deep Learning in Islamic Religious Education (PAI) is highly relevant, as it aligns with the graduate profile dimensions that emphasize faith and devotion to God Almighty. Deep Learning fosters graduates who possess strong belief in the existence of God and who internalize and practice spiritual values in their daily lives (Hidayat, 2024). Deep Learning also promotes the development of higher-order thinking skills (HOTS), such as the ability to analyze, evaluate, and create (Gradini, 2019). In the context of Islamic Religious Education (PAI), these skills are highly important as they cultivate students' critical awareness of the social and religious realities around them. Previous studies have shown that deep learning encourages students to use Islamic teachings as the foundation for their actions and decision-making, as this learning process helps them comprehend the meaning of Islam in a holistic and contextual manner within modern life (Restu Hoeruman et al., 2025).

The main strategy at SMP IT Ishlahul Ummah is to integrate Islamic values meaningfully into all subjects and daily activities, enabling students to apply these values beyond the school environment. Thus, deep learning serves as the core of the entire educational process (Nur Akmal & Maelasari, 2025).

However, previous studies have left several aspects insufficiently explored. Lubis and Ariansyah (2024) focused only on the secondary education level with a theoretical emphasis, showing that the practices of being mindful, meaningful, and joyful can flourish even in simple classroom settings. Meanwhile, Rachmah Amalia et al. (2025) emphasized that the implementation of deep learning can improve students' discipline, and Moh. Restu Hoeruman et al. (2025) demonstrated that integrating Islamic history with deep learning can strengthen the internalization of exemplary values. Nevertheless, these studies have not comprehensively examined how deep learning impacts the learning process and the reinforcement of Islamic Education values acquired by students.

This study aims to fill this gap through three main contributions: (1) to conduct an in-depth analysis of the implementation of deep learning at SMP IT Ishlahul Ummah Prabumulih, (2) to examine the impact experienced by students from the application of meaningful learning (deep learning), and (3) to internalize the strengthening of Islamic values within Islamic Religious Education (PAI) learning. Thus, this research not only enriches the academic literature on deep learning but also provides practical contributions to the development of deep learning practices in schools.

International research also affirms the importance of deep learning in schools. Fullan, Quinn, and McEachen (2018) in the Netherlands and Scandinavia showed that It is easy to recognise that the main principles behind deep learning sound appealing, and consequently it is not surprising to discover the wide international consensus on recommending deep learning as an educational strategy that could help people to deal with the constantly growing complexities of a modern life in rapid change (Kovač et al., 2025). studi terbaru juga menyoroti bahwa untuk Achieving deep learning necessitates that teachers establish goals aimed at fostering higher-order thinking, integrate meaningful content, create authentic scenarios, and employ assessment methods that emphasize sustained engagement (Xu et al., 2025).

Based on the aforementioned background, the researcher chose the topic **“The Impact of Implementing Deep Learning on Strengthening Islamic Religious Education Values.”** This study focuses on examining how the implementation of deep learning affects students and what Islamic values are developed through its application at SMP IT Ishlahul Ummah Prabumulih. Through this approach, the research is expected to serve as a reference for developing a learning model that balances knowledge mastery with the holistic formation of religious values.

In addition, the results of this study are expected to provide new insights into the importance of a deep learning approach that emphasizes student activeness, creativity, and emotional engagement. This ensures that the learning process not only produces academic achievement but also shapes individuals who are faithful, possess noble character, and have a high sense of social awareness. Thus, the findings of this research are anticipated

to make a positive contribution to improving the quality of Islamic Religious Education (PAI) at various educational levels.

this study is grounded in the growing concern that conventional learning approaches in Islamic Religious Education often emphasize cognitive achievement while paying limited attention to the internalization of values and character formation. In many educational settings, students may demonstrate adequate knowledge of religious concepts but struggle to translate these understandings into consistent attitudes and behaviors in their daily lives. Therefore, the implementation of a deep learning approach is considered highly relevant, as it encourages meaningful learning experiences that connect knowledge, values, emotions, and real-life contexts. By engaging students actively in reflective, collaborative, and problem-based learning activities, deep learning enables them to construct personal meaning from religious teachings rather than merely memorizing theoretical concepts.

The integration of deep learning in Islamic Religious Education has the potential to strengthen students' spiritual awareness and moral responsibility. Through inquiry-based discussions, contextual case studies, and reflective practices, students are encouraged to explore Islamic values such as honesty, responsibility, empathy, discipline, and social care in a deeper and more conscious manner. This process supports the development of higher-order thinking skills while simultaneously fostering moral reasoning and ethical decision-making. As a result, students are not only able to understand what Islamic teachings prescribe but also why these values are essential for personal growth and social harmony.

This research contributes to the broader discourse on innovative pedagogical models in religious education by offering empirical evidence from a real educational context. The findings are expected to provide practical implications for teachers, school leaders, and curriculum developers in designing learning strategies that align with contemporary educational demands without neglecting religious and moral foundations. Ultimately, this study seeks to demonstrate that deep learning can serve as an effective pedagogical framework for nurturing well-rounded learners who are intellectually capable, spiritually grounded, emotionally mature, and socially responsible, thereby reinforcing the transformative role of Islamic Religious Education in modern schooling.

B. RESEARCH METHODOLOGY

This study uses a qualitative-descriptive approach with a case study method, which is considered appropriate for obtaining an in-depth and contextual understanding of deep learning education at SMP IT Ishlahul Ummah Prabumulih. Creswell (2015) Research that is guided by the qualitative paradigm is defined as: an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (Ramayanti et al., 2023). The case study method was chosen

because the focus of this research lies in a single unit of analysis, namely SMP IT Ishlahul Ummah Prabumulih, allowing for a holistic understanding of the design and implementation of deep learning.

This research was conducted at SMP IT Ishlahul Ummah Prabumulih, a junior high school under the supervision of the Prabumulih City Education Office. SMP IT Ishlahul Ummah combines the National Curriculum with the Integrated Islamic School Network (JSIT) Curriculum, which is based on Islamic value education.

The research participants were selected using purposive sampling based on their direct involvement in the implementation of deep learning. The participants consisted of:

1. Principal, responsible for policies, vision and mission, as well as the direction of curriculum development.
2. Vice Principal for Student Affairs, responsible for coordinating programs and student activities that support the implementation of deep learning.
3. PAI Teachers, with a minimum of three years of teaching experience at SMP IT Ishlahul Ummah Prabumulih and direct involvement in deep learning implementation.
4. Students, selected using maximum variation sampling from grades VII and VIII to represent the diversity in the implementation of deep learning.

Data collection in this study was carried out through observation, interviews, and document analysis. Observation was conducted as an initial step to gather data related to students' learning activities in the classroom. Interviews covered aspects such as the impact of deep learning on students and the reinforcement of Islamic values within deep learning practices. Document analysis included the evaluation of teaching modules, learning materials, students' learning outcomes, and teachers' daily notes. The data were analyzed using thematic analysis, focusing on identifying key patterns that emerged from the collected data (Khotimah & Abdan, 2025). This data analysis technique began with data reduction, which involved simplifying the data by selecting essential information. The second stage was data presentation, carried out in narrative form and tables. The third stage was drawing conclusions, focusing on identifying new findings (Vera Nurfajriani et al., 2024).

The results of this study are expected to provide deeper insights into the potential of implementing the deep learning approach in Islamic Religious Education (PAI), particularly at SMP IT Ishlahul Ummah Prabumulih, and to offer practical recommendations for broader implementation. This research is also intended to contribute to the development of more relevant and effective theories and practices of PAI teaching and learning, in response to the growing need for profound spiritual understanding and practice through deep learning.

C. RESULT AND DISCUSSION

Findings

The implementation of Deep Learning at SMPIT Ishlahul Ummah Prabumulih is carried out comprehensively through the integration of values, concepts, and meaningful learning experiences in every subject, including Islamic Religious Education (PAI). This approach focuses on the active engagement of students in the learning process and its application in real-life contexts.

Teachers do not merely act as transmitters of information but serve as facilitators and mentors who create a collaborative and reflective learning environment. Students are encouraged to ask questions, engage in discussions, solve problems, and develop ideas independently (Nurgenti & Ardi Wahyudi, 2025). This process fosters the development of conceptual understanding, critical thinking skills, and a sense of responsibility toward their own learning process (Raya Salsabila et al., 2025).

The implementation of deep learning is also applied in religious and habituation activities at the school, such as congregational prayers, Qur'an Recitation and Memorization (Tilawah and Tahfidz Qur'an/TTQ), and Islamic Character Development (Bina Pribadi Islam) programs. These activities serve as platforms for students to reflect on and internalize the Islamic values they have learned in the classroom.

Table 1. Summary of Principal's Interview

No	Pertanyaan	Jawaban
1	How does the school's policy support the implementation of deep learning, particularly in the subject of Islamic Religious Education?	Policies supporting the implementation of deep learning, particularly in the PAI subject, include providing teachers with facilities to expand the scope of PAI subject actualization and creating opportunities for cross-subject teacher discussions to exchange ideas and experiences in delivering instruction.
2	Have there been observable changes in students' religious attitudes and character since PAI teachers began implementing deep learning?	Changes in students' attitudes and character cannot yet be definitively stated, as it requires proper instruments and sufficient time for observation to obtain valid results. However, it can be noted that students are currently showing improvements in terms of enthusiasm and self-motivation, such as following school rules voluntarily without being forced.

3	Does the implementation of deep learning support the development of a religious school culture?	Before the implementation of deep learning, a religious culture was already deeply rooted in the school, as it follows an Integrated Islamic School system and is part of the Integrated Islamic School Network (JSIT). However, with the addition of the new approach—deep learning—the religious environment has become even more evident. This is due to students' increased understanding of the importance of worship, which is reflected in their enthusiasm for practicing Allah's commands during daily routines in the morning, afternoon, and evening.
4	Are there specific indicators used by the school to assess the improvement in the practice of PAI values as a result of implementing deep learning?	The specific indicators used to assess the improvement in the practice of PAI values are: a. Increased progress in Basic Islamic Knowledge (BTA) and memorization for Tahfidz students. b. Improvement and consistency in the daily good deeds (amal yaumi) that have been agreed upon.
5	What challenges does the school face in supporting PAI teachers in implementing deep learning?	The challenges faced in supporting PAI teachers in implementing deep learning come from the teachers themselves, such as insufficient time management, incomplete administrative tasks, and a heavy teaching load that leaves little opportunity for discussion.

Source: Principal's Interview

Based on the interview in Table 1, the Principal of SMPIT Ishlahul Ummah Prabumulih stated that the implementation of deep learning in Islamic Religious Education (PAI) at the school is fully supported by school policies. This support is evident through the provision of facilities that allow teachers to expand the scope of learning and create opportunities for cross-subject collaboration. Thus, the implementation of deep learning not only strengthens the actualization of PAI material but also fosters synergy among teachers in improving the quality of learning (Riomalen et al., 2025).

The implementation of deep learning is beginning to show results, even though it is still in the early stages. Changes in students' religious attitudes and character indeed require time and specific instruments to be measured validly (Tri Kusumawati, 2015). However, there has been a noticeable increase in students' learning motivation and their compliance with rules without coercion. In addition, the religious culture, which was already deeply rooted, has become even stronger with the implementation of deep learning, as students gain a deeper understanding of the importance of worship and show enthusiasm in practicing religious routines at school.

The indicators used by the school to assess the practice of PAI values include progress in Basic Islamic Knowledge (BTA), Qur'an memorization (Tahfidz), and consistency in performing daily good deeds (amal yaumi). Nevertheless, there are challenges to be addressed, particularly from the PAI teachers' side, such as limited time management, incomplete administrative tasks, and a heavy teaching load that restricts opportunities for discussion and reflection. With the support of existing policies and efforts to overcome these challenges, the implementation of deep learning is expected to become increasingly effective in shaping a generation that is both religious and of noble character.

Table 2 Summary of Vice Principal for Curriculum's Interview

No	Pertanyaan	Jawaban
1	In your observation, what changes in attitudes and behaviors have been observed in students after they experienced learning using the deep learning approach?	Students appear more focused during lessons, their motivation to learn has increased, and they show enthusiasm in providing feedback. Changes in attitude are also observed, particularly when discussing topics related to fulfilling needs. In this context, I link it to the concept of prioritization, and it is already evident that two students have begun to understand the essence of managing their needs according to their level of importance. Additionally, students seem happier and more energetic in participating in the learning process.
2	Is there a noticeable improvement in religious attitudes, such as discipline in worship, social care, or moral conduct in interactions among students?	Students' moral conduct is also evident during lunchtime queuing. On one occasion, I observed a student loudly admonishing a friend for cutting in line and reminding them to return to the back, right behind a junior student who was waiting. The student even related

		<p>this behavior to the second principle of Pancasila, which emphasizes just and civilized humanity. This incident occurred in front of the teachers' room while students were lining up. A week earlier, we had discussed the relationship between Pancasila and life in the nation and state.</p>
3	Does the implementation of deep learning have an impact on increasing students' participation in school religious activities?	<p>Since the implementation of deep learning not only strengthens the actualization of PAI material but also fosters synergy among teachers to improve the quality of learning, its impact is beginning to emerge. However, as this deep learning approach has only been carried out for about three weeks and involves only three trained teachers, significant and comprehensive effects are not yet observable.</p> <p>On a more personal level in each class, an increase in student participation is already noticeable, for example, in attending Islamic studies and performing congregational prayers in the mosque for male students after school. While all students already perform congregational prayers at school due to binding rules and consequences, this observation focuses on students' activities at home, revealing a shift toward more conscious and independent religious behavior rather than compliance solely due to school regulations.</p>
4	In your view, which Islamic values have shown the most significant improvement in students after the implementation of deep learning in PAI?	<p>The values that have developed in students include mutual respect and appreciation for differences, as well as a sense of responsibility.</p>
5	What challenges does the student affairs division face in supporting the reinforcement	<p>The challenges faced include the mindset of some colleagues who have not yet implemented deep</p>

	of Islamic values through deep learning?	learning. In addition, the mindset of students, many of whom still have a fixed mindset, also poses an obstacle to the optimal implementation of deep learning.
6	What support should the school provide to ensure that deep learning in PAI can more effectively shape students' character?	The support provided includes more flexible time allocation and the availability of adequate learning facilities to support the implementation of deep learning.

Source: Curriculum's Interview

In Table 2, the Vice Principal for Curriculum explained that the implementation of deep learning in PAI has begun to show positive impacts on students' attitudes and behaviors. This is evident in their increased focus and learning motivation, as well as their enthusiasm in providing feedback during lessons. Some students have even been able to relate the lesson material to real-life situations, such as understanding the concept of prioritization in daily activities.

The implementation of deep learning also has an impact on students' religious attitudes and moral character (Ahmad Syafi'i & Darnaningsi, 2023). For example, one student admonished a friend who cut in line during lunchtime by reminding them of the value of just and civilized humanity, as taught in Pancasila. This behavior reflects that the applied learning goes beyond the cognitive domain and is able to foster students' moral and religious awareness in daily life. Although the implementation of deep learning has only been in place for about three weeks, an increase in student participation in religious activities, both at school and at home, is already beginning to be observed.

The Vice Principal for Curriculum also emphasized that there are still several challenges to be addressed. These challenges include the mindset of some teachers who have not yet implemented deep learning and the presence of a fixed mindset among many students. Therefore, the school needs to continue providing support, particularly in the form of more flexible time management and the provision of adequate learning facilities. With such support, deep learning is expected to be implemented more effectively, thereby strengthening Islamic values in students, particularly mutual respect, appreciation of differences, and the cultivation of responsibility as part of developing an Islamic character (Dyah Aryani et al., 2025).

Tabel 3 Summary of Islamic Education Teacher Interview

No	Pertanyaan	Jawaban
1	What is your understanding of the deep learning approach, particularly in the context of PAI (Islamic	The deep learning approach in PAI (Islamic Religious Education) is a learning method that emphasizes creating a conscious, meaningful,

	Religious Education)	and enjoyable learning environment and process. It also focuses on learning experiences that involve understanding, applying, and reflecting, while developing students' thinking, emotional, and physical activities. The goal is to cultivate a deep and well-rooted understanding of Islamic values in students.
2	How do students respond, and what is their level of engagement and understanding when PAI lessons are conducted using the deep learning approach?	Students show positive responses, becoming more active in discussions and confident in expressing their opinions. Their understanding also improves as they are directly involved in critical thinking, reflection, and the application of PAI values in real-life situations.
3	What are the advantages of implementing deep learning in PAI (Islamic Religious Education) learning?	The advantages include making learning more mindful, meaningful, fostering students' interest in learning, and conducted in an enjoyable (joyful) manner. Additionally, students are more encouraged to internalize PAI values in their daily lives.
4	What are the challenges and obstacles in implementing deep learning in PAI (Islamic Religious Education) learning?	Some of the challenges that arise include limited learning time, the suitability of the material with the approach, teachers' creativity in designing lessons, mastery of the material in depth, and efforts to connect the material with real-life applications and cross-subject integration.
5	What form of learning evaluation is used in the deep learning approach?	Evaluation is conducted comprehensively through both formative and summative assessments. Formative assessment emphasizes the learning process, while summative assessment evaluates students' final achievements, covering knowledge, attitudes, and skills.
6	What strategies do you use to achieve the three deep	The strategy involves systematically incorporating these concepts into

	learning concepts, namely mindful learning, meaningful learning, and joyful learning?	the teaching modules, designing interactive learning activities that are relevant to students' lives, and creating an enjoyable learning environment. Continuous evaluation is conducted to ensure that the learning process remains focused and effective.
7	What is the impact of implementing deep learning on the reinforcement of Islamic Religious Education (PAI) values?	The implementation of deep learning can strengthen PAI values because students not only understand them theoretically but are also able to internalize and practice them in daily life. This contributes to the development of a more religious character with noble moral conduct.
8	What Islamic Religious Education (PAI) values are evident in the implementation of deep learning in PAI lessons?	The values that are evident include togetherness, helping others, faith, honesty, discipline, and a sense of responsibility. These values develop because the learning process emphasizes not only cognitive aspects but also students' attitudes and real-life behaviors.

Source: Islamic Education Teacher Interview

In Table 3, the PAI teacher explained that the implementation of the deep learning approach in Islamic Religious Education (PAI) has been proven to have a positive impact on both the learning process and outcomes of students. This approach not only focuses on knowledge but also develops thinking, emotional, and physical engagement, making the learning process mindful, meaningful, and joyful (Rahma Dewi et al., 2025).

Through students' active involvement in discussions, critical thinking, reflection, and the application of values in real life, they demonstrate increased understanding, engagement, and motivation to learn (Situmorang & Laksono, 2025). In addition, PAI values such as faith, honesty, discipline, responsibility, togetherness, and helping others can be internalized more deeply (Nata Kusuma & Ali Mustofa, 2025).

Although challenges such as limited time, material suitability, and demands for teacher creativity exist, appropriate strategies—through systematic lesson planning, interactive methods, and continuous evaluation—can optimize the implementation of this approach. Overall, deep learning contributes significantly to strengthening students' religious character and noble morals through a holistic and contextual learning process (Marfu & Dewi, 2025).

Table 4. Summary of Student Interviews

Aspects of Deep Learning	Student Interview Results
1. Conceptual Understanding of Islamic Values	Students stated that PAI learning enables them to understand Islamic teachings more meaningfully, rather than merely memorizing them. They are able to connect religious concepts to daily life and gain a deeper awareness of the significance of worship.
2. Active and Collaborative Engagement	Most students feel more active in discussions, expressing their opinions, and participating in learning activities. They find the PAI learning environment enjoyable because the teacher provides space for critical thinking and exchanging ideas.
3. Application of Values in Real Life	Students reported being able to apply Islamic values such as discipline, responsibility, honesty, and helping others in their daily lives at home and at school. This demonstrates a clear connection between theoretical learning and practical life.
4. Motivation and Spiritual Reinforcement	PAI learning using the deep learning approach fosters students' enthusiasm for learning and strengthens their spiritual awareness. They feel closer to Islamic teachings and are motivated to improve their character
5. Challenges in Implementing Deep Learning	Beberapa peserta didik menyebutkan tantangan seperti menjaga konsentrasi dan konsistensi dalam mengamalkan nilai Islam di lingkungan sosial. Namun, mereka tetap menilai pendekatan ini efektif dalam menumbuhkan pemahaman dan karakter Islami.

Source: Student Interviews

Based on the results of interviews with the ten students in Table 4, it can be concluded that the implementation of deep learning in Islamic Religious Education (PAI) at SMPIT Ishlahul Ummah Prabumulih has shown a positive impact on improving students' conceptual and spiritual understanding. They not only comprehend the material cognitively but are also able to relate Islamic values to their daily lives (Marfu & Dewi, 2025). Interactive and contextual learning encourages students to be more actively engaged in discussions, think critically, and express their views on Islamic topics. This is in line with the principles of deep learning, which emphasize understanding meaning and applying values reflectively and continuously (Alvin Hidayat et al., 2025).

This deep learning approach also contributes to the improvement of students' learning motivation and their spiritual awareness (Wahyuni, 2025). They feel more motivated to improve their character, worship with discipline, and apply values of responsibility and honesty in their daily lives. Although

some students face challenges such as maintaining concentration and consistency in practicing Islamic values within their social environment, in general, they perceive the deep learning approach as effective in fostering strong Islamic character. Thus, deep learning-based Islamic Religious Education (PAI) has proven to be capable of harmoniously integrating cognitive, affective, and psychomotor aspects within the educational process (Suwandi et al., 2024).

Analysis/Discussion

The implementation of deep learning at SMP IT Ishlahul Ummah Prabumulih has had a significant impact on students' character development through an integrated strategy involving collaboration among various stakeholders and flagship programs that encompass cognitive, affective, and psychomotor domains. This learning approach creates a conducive environment for students to understand, internalize, and practice Islamic values more profoundly, while also fostering their critical thinking skills and adaptability to contemporary challenges.

The positive impact of deep learning is evident through the synergy among Islamic Religious Education (PAI) teachers, the Student Affairs vice principal, and the supervision of the Principal of SMP IT Ishlahul Ummah Prabumulih. Teachers not only act as transmitters of knowledge but also as facilitators who guide students to explore the meaning of values through reflection, discussion, and real-life application. Religious mentors cultivate spiritual and moral awareness through worship activities and coaching programs, such as the Islamic Personal Development Program (IBPI), which strengthens the formation of Islamic character within the students.

This synergy demonstrates that deep learning has an impact on the holistic character formation of students, in which values are not only understood cognitively but also internalized emotionally and manifested in daily behavior. In line with Purwanto's (2017) view, the success of character education through deep learning greatly depends on the integration of the roles of educators, mentors, and a comprehensive learning environment.

The impacts of deep learning on the students at SMP IT Ishlahul Ummah Prabumulih are as follows:

- The deep learning approach has significantly influenced the students at SMP IT Ishlahul Ummah Prabumulih, particularly in strengthening their spiritual awareness. Students understand worship not only as a compulsory act, but as a form of devotion to Allah, which is evident in their consistency in performing worship outside of school and reporting their daily deeds (*amal yaumi*). Furthermore, students demonstrate stronger focus and responsibility in the learning process because the lessons are connected to Islamic values and real-life contexts. Teachers play an important role in creating meaningful and enjoyable learning experiences.
- Additionally, students are more confident in expressing opinions, engaging in discussions, and collaborating politely during classroom activities. They develop critical thinking skills, respect the perspectives

of others, and apply essential values such as cooperation and responsibility. Thus, deep learning has been successful in shaping students to become independent, religious, and well-charactered individuals.

Overall, the implementation of deep learning at SMP IT Ishlahul Ummah Prabumulih does not only focus on academic achievement but also on shaping students' personalities based on Islamic values. This process trains them to become individuals who are able to balance intellectual and spiritual intelligence, as well as knowledge and moral character, resulting in a well-rounded personality with strong character.

The implementation of deep learning in the school environment also demonstrates a positive social impact. The interactions established between students, teachers, and mentors create a school culture that is religious, disciplined, and collaborative. Thus, deep learning becomes an important foundation in shaping a generation that is not only academically intelligent but also possesses strong social and spiritual awareness, in line with SMP IT Ishlahul Ummah Prabumulih's commitment to nurturing future generations who are noble in character, high-achieving, and ready to face the challenges of the times.

1. Strengthening Islamic Religious Education Values

Strengthening Islamic Religious Education values is a process of shaping students' character so that they possess noble morals, strong faith, and spiritual awareness reflected in their daily attitudes and behaviors. At SMPIT Ishlahul Ummah Prabumulih, these values are internalized in an integrated manner through classroom learning, teacher role modeling, worship routines, and social activities. The strengthening of Islamic Religious Education values includes the following:

a) Adab

The value of proper manners (*adab*) is one of the essential aspects in strengthening Islamic Religious Education values at SMPIT Ishlahul Ummah Prabumulih. This can be seen from students' habit of lining up neatly when taking their lunch—without pushing ahead or competing—as a form of respecting others' rights and exercising self-control. Through this simple routine, students are encouraged to develop patience, social ethics, and discipline in accordance with Islamic teachings.

This orderly behavior also reflects the practice of humanitarian values that are just and civilized, as stated in the second principle of Pancasila. Students are trained to respect the rights of their peers, understand that every individual has equal rights, and recognize that small actions in daily interactions reflect strong Islamic character. In this way, the value of *adab* is not merely theoretical but is translated into real actions within the school environment and beyond.

According to Sheilda Nurgenti (2024) in her study on *Revitalizing Islamic Educational Values of Imam Al-Ghazali in Ihya' Ulumuddin*, *adab* is one of the core values emphasized by Imam Al-Ghazali, along with values such as honesty and patience in shaping noble character. She highlights that

education is not merely a transfer of knowledge, but also a process of character formation through value-based education such as *adab*. Thus, students' positive habits—such as lining up in an orderly manner—reflect the internalization of *adab* that aligns with the ideas of contemporary moderate Islamic education.

b) Mutual Respect and Appreciation

Mutual respect and appreciation are fundamental values in Islamic education that reflect the noble character of a Muslim. These values are taught from an early age so that students are able to build harmonious social relationships, both within the school environment and in the wider community. At SMPIT Ishlahul Ummah Prabumulih, the value of respect is instilled through practices such as greeting teachers and peers with salaam, listening politely when others are speaking, and refraining from criticizing others' opinions during discussions. These routines help shape students into individuals who are courteous, empathetic, and appreciative of diverse viewpoints.

According to Hidayat (2022) in the *Journal of Islamic Character Education*, mutual respect is part of social morality that serves as an indicator of the success of Islamic education. He emphasizes that education which instills the value of appreciating others can foster a sense of brotherhood and prevent the emergence of discriminatory behavior and social conflict. Thus, the value of respect not only strengthens interpersonal relationships but also becomes the foundation for building a just and civilized society.

The implementation of this value is clearly reflected in student interactions at SMPIT Ishlahul Ummah, whether among peers, with teachers, or with school staff. When differences of opinion arise during group activities or classroom discussions, students are encouraged to express their views politely and respect the arguments of others. Islamic Religious Education teachers also play an active role in instilling this value through role modeling and guidance that emphasizes the importance of *ukhuwah Islamiyah*. Thus, mutual respect and appreciation become an integral part of the school culture, supporting the creation of a conducive learning environment enriched with Islamic values.

c) Responsibility

The value of responsibility is one of the main pillars in Islamic education, reflecting one's maturity and moral awareness toward entrusted duties. At SMPIT Ishlahul Ummah Prabumulih, this value is instilled through various academic and non-academic activities, such as group assignments, classroom duties, and the management of religious programs. Through these routines, students learn to keep their promises, complete tasks on time, and maintain the trust given to them. Responsibility is also emphasized in worship practices, such as maintaining discipline in congregational prayer, performing daily *tilawah*, and adhering to school rules as a form of applying Islamic values.

According to Hasan (2023) in the *Journal of Integrative Islamic Education*, responsibility is a form of spiritual awareness that motivates

individuals to act in accordance with the values of truth and justice. In the educational context, teachers play an essential role in fostering a sense of responsibility through role modeling, guidance, and continuous evaluation. At SMPIT Ishlahul Ummah, for example, male students demonstrate spiritual responsibility by routinely performing congregational prayers at the mosque after school. This reflects the success of instilling Islamic values that do not merely remain as theoretical concepts but are manifested in daily behavior, showing discipline, trustworthiness, and commitment to obligations as Muslims.

d) Noble Character

Noble character is a reflection of the success of Islamic education in shaping students to be faithful, pious, and morally upright individuals. At SMPIT Ishlahul Ummah Prabumulih, the cultivation of noble character is implemented through the habituation of helpfulness, honesty, and discipline as part of students' daily lives. The value of helpfulness is demonstrated when students assist each other in learning activities, maintain the cleanliness of the school environment, and show concern for peers who may need support. This attitude grows from the understanding that helping others is a concrete form of practicing Islamic teachings and expressing compassion toward fellow human beings, as taught in the Qur'an.

Honesty is also a major focus in character development within the school environment. Teachers continuously emphasize the importance of honesty in all matters, whether in speaking, completing assignments, or taking examinations. Honesty is regarded not only as a moral behavior but also as a manifestation of faith in Allah SWT. Students who uphold honesty learn to take responsibility for their actions and build self-confidence and healthy social interactions based on trust.

Additionally, discipline is one of the most visible indicators of noble character instilled at SMPIT Ishlahul Ummah. Students are habituated to arrive on time, follow school rules, and perform worship according to the established schedule. This discipline not only creates positive habits but also reflects obedience to rules and Islamic values that teach order and structure in life. Through the habituation of helpfulness, honesty, and discipline, students grow into individuals who are religious, well-mannered, and prepared to become the next generation who carry Islamic values into community life.

C. CONCLUSION

Based on the research conducted at SMPIT Ishlahul Ummah Prabumulih, it can be concluded that the implementation of deep learning has a significantly positive impact on improving students' academic quality, spirituality, and character development. Through an approach that emphasizes meaningful understanding, the integration of knowledge with Islamic values, and self-reflection, students become more motivated in worship, more focused in learning, and more active in participating in

classroom activities. In addition, the strengthening of Islamic Religious Education values such as *adab*, mutual respect, responsibility, and noble character successfully fosters a religious identity and strong Islamic personality among students.

These findings indicate that the integration of cognitive, affective, and spiritual aspects can create a holistic educational process oriented toward the development of *insan kamil* (a complete and virtuous human being). The school is expected to continue enhancing deep learning strategies with innovations that remain relevant to the demands of the times, while still upholding Islamic values as the core foundation. Teachers should strengthen their role as spiritual role models and inspiring learning facilitators, and continuously evaluate the effectiveness of this approach to ensure sustained improvement in educational outcomes.

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