

Deep Learning Implementation For Strengthening Islamic Values And Learning Enthusiasm In Elementary Students

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Abstract

This study was motivated by the importance of learning that is not only oriented toward academic achievement but is also able to strengthen Islamic values and students' learning enthusiasm. The learning process in elementary schools is still often dominated by conventional teacher-centered methods, so student engagement, value internalization, and learning motivation have not been optimal. This condition requires the application of a more meaningful, active, and contextual learning approach. This study aims to analyze the implementation of deep learning in strengthening Islamic values and increasing students' learning enthusiasm at Lukman Al Hakim Islamic Elementary School Kendal. This study employed a qualitative approach with a descriptive field research design. The research informants consisted of the principal, vice principal for curriculum affairs, teachers, educational staff, and students. Data were collected through observation, interviews, and documentation. Data analysis used the Miles, Huberman, and Saldaña model through data reduction, data display, and conclusion drawing. Data validity was tested through source, technique, and time triangulation. The results showed that the implementation of deep learning was carried out through student-centered learning, active discussions, group work, learning reflection, and connecting learning materials with real-life contexts. The internalization of Islamic values was conducted through religious habituation, teacher role modeling, strengthening honesty, discipline, responsibility, empathy, and integrating values into learning materials. Changes in students' learning enthusiasm were indicated by increased enthusiasm, courage to ask questions, persistence in completing tasks, and higher interest in learning. The conclusion confirms that deep learning is an effective approach in integrating academic quality, strengthening Islamic values, and enhancing students' learning enthusiasm in Islamic elementary schools.

Keywords: *deep learning; Islamic values; learning enthusiasm; student motivation.*

I. INTRODUCTION

Elementary education plays a strategic role in shaping students' academic competence, character, and learning attitudes from an early age. However, learning practices in many elementary schools remain predominantly teacher-centered and cognitively oriented, causing students to become passive recipients of information rather than active learners. Such conditions weaken students' emotional engagement, reduce intrinsic motivation, and limit opportunities for character development within classroom activities [1]. Educational success is therefore often measured primarily through academic achievement, while affective and spiritual dimensions receive less attention.

The imbalance between academic orientation and character formation has become increasingly visible in Indonesian schools [2]. Data from the Jaringan Pemantau Pendidikan Indonesia (JPPI) showed that violence cases in schools increased from 91 cases in 2020 to 573 cases in 2024, with nearly one-third related to bullying practices. Similarly, the Komisi Perlindungan Anak Indonesia (KPAI) reported 25 child suicide cases in 2025, several associated with social pressure and bullying in educational environments. These phenomena indicate that schools have not fully functioned as safe and supportive spaces for students. Bullying, low empathy, weak social interaction, and declining learning enthusiasm reflect the need for educational approaches that integrate academic learning with moral and emotional development [3], [4].

Islamic education provides a philosophical foundation for addressing these problems. Al-Attas emphasized that Islamic education aims not only to produce knowledgeable individuals, but also morally civilized human beings. Islamic values such as honesty, responsibility, discipline, empathy, and mutual respect therefore should become integral components of classroom learning.[5] further argued that Islamic values become meaningful when internalized through daily learning experiences rather than merely taught

theoretically. This perspective implies that learning should integrate cognitive, affective, and spiritual dimensions simultaneously.

Students' learning enthusiasm also remains a major challenge in elementary education. Many students demonstrate passive behavior, low participation, and limited curiosity due to monotonous instructional methods [6]. through Self-Determination Theory, explained that intrinsic motivation develops when learners experience meaningful engagement, autonomy, and active participation. Therefore, meaningful learning environments are essential for improving students' motivation and enthusiasm.

Deep learning has emerged as a relevant pedagogical approach to respond to these challenges. Deep learning emphasizes conceptual understanding, active participation, reflection, collaboration, and contextual learning experiences [7]. explained that deep learning encourages students to become active learners capable of critical thinking, collaboration, and social awareness. Through this approach, learning is no longer limited to memorizing information, but involves understanding how knowledge and values are applied in real-life contexts.

Several previous studies support the importance of meaningful learning Prayitno found that reflective active learning improved religious attitudes among Islamic elementary school students [8]. Sasongko reported that contextual learning based on character values positively influenced students' social behavior [9]. Rudini also demonstrated that deep learning implementation improved conceptual understanding and student participation in elementary schools. Nevertheless, previous studies generally examined deep learning, Islamic values, and learning motivation separately [10]. Limited research has integrated these three dimensions simultaneously, particularly within Islamic elementary school contexts.

The novelty of this study lies in its integrative perspective, positioning deep learning not only as a strategy for improving academic understanding, but also as a medium for strengthening Islamic values and students' learning enthusiasm simultaneously. This study specifically investigates the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal, focusing on how learning activities internalize Islamic values and improve students' enthusiasm for learning. Using a qualitative descriptive approach through observation, interviews, and documentation, this research is expected to contribute theoretically to the development of holistic Islamic educational models and practically to meaningful and character-oriented learning practices in Islamic elementary schools.

II. RESEARCH METHODE

This study employed a qualitative approach using descriptive field research to explore the implementation of deep learning in strengthening Islamic values and improving students' learning enthusiasm at Sekolah Dasar Islam Lukman Al Hakim Kendal, located at Jalan Soekarno Hatta Barat No. 396 D, Langenharjo, Kendal. A qualitative approach was selected because the research focused on understanding learning processes, interactions, experiences, and meanings occurring naturally within the school environment. According to Sugiyono, qualitative research emphasizes understanding social phenomena in natural settings where the researcher functions as the primary research instrument. The population of this study involved school stakeholders directly related to the implementation of learning activities. Informants were selected through purposive sampling based on their involvement and understanding of the researched phenomenon. The participants consisted of the principal, vice principal for curriculum affairs, teachers, educational staff, and students [11]. The principal provided information regarding school policies and educational orientation, while teachers and curriculum coordinators explained the implementation of deep learning practices in classroom activities. Students became the primary source of data concerning learning experiences, Islamic value internalization, and learning enthusiasm.

Data were collected through non-participant observation, semi-structured interviews, and documentation. Observation was conducted during classroom learning activities to examine student participation, teacher-student interaction, reflective learning practices, and the integration of Islamic values in learning processes. Semi-structured interviews were used to obtain in-depth information while maintaining consistency with the research objectives. Documentation techniques included collecting school profiles, teaching modules, lesson plans, photographs, and other relevant institutional documents. Data collection was

conducted from January to March 2026 to ensure adequate observation of learning practices and participant interaction patterns. Data analysis employed the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. Data validity and reliability were strengthened through source triangulation, technique triangulation, and time triangulation to ensure the credibility and consistency of findings. Although the study provides an in-depth understanding of deep learning implementation within an Islamic elementary school context, the findings are context-specific and therefore cannot be generalized broadly to all educational institutions.

III. RESULT AND DISCUSSION

Implementation of Deep Learning in the Learning Process

The findings showed that the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal was carried out through a transformation of learning approaches from conventional teacher-centered instruction toward more active, meaningful, and student-oriented learning practices. Learning activities no longer focused merely on material delivery and memorization, but emphasized conceptual understanding, discussion, reflection, collaboration, and the connection between learning materials and students' real-life experiences. These findings indicate that the school attempted to adapt learning practices to twenty-first century educational demands emphasizing critical thinking, communication, and problem-solving skills.

Interview results with the principal revealed that deep learning was understood as a learning process emphasizing comprehensive student understanding rather than merely completing curriculum targets. The principal stated:

“We encourage teachers not only to finish the material, but also to ensure that students truly understand, can explain it again, and apply it in daily life. Learning is not only about scores.” (Principal Interview, 2026)

The statement indicates a strong institutional orientation toward meaningful understanding. School leadership support appeared to influence teachers' instructional practices and encouraged a shift from administrative learning targets toward meaningful student engagement.

Classroom observations further showed that teachers implemented learning strategies encouraging active student participation. During classroom activities, teachers did not dominate explanations throughout the lesson, but instead provided contextual questions, facilitated group discussions, and encouraged students to present their ideas in front of the class. A fourth-grade teacher explained:

“If students only listen, they usually forget quickly. Therefore, I often give questions, organize small group discussions, and ask them to present their ideas. From there, students understand better and become more confident in speaking.” (Teacher Interview, 2026)

The findings indicate that teachers recognized active participation as an essential element of deep learning. During group discussions, students appeared more enthusiastic and actively exchanged ideas with peers. Classroom interaction became more dynamic compared to one-way instruction, which tended to position students as passive learners. Discussion and presentation activities also provided opportunities for students to develop communication and critical thinking skills.

Observation findings also demonstrated that teachers connected learning materials with students' daily experiences. In environmental learning activities, for instance, teachers asked students to describe the cleanliness conditions of their homes and surrounding environments before discussing lesson materials. Students were then encouraged to analyze causes of environmental problems and collaboratively identify possible solutions. These practices indicate that learning was directed toward real-life contexts so that students could understand the practical relevance of lesson materials.

Teachers also implemented reflective activities at the end of lessons. Students were asked to explain new knowledge they had learned, difficulties they experienced, and the benefits of the lesson for their daily lives. A fifth-grade teacher stated:

“At the end of the lesson, I usually ask students what they understood most, what still confused them,

and where the lesson can be applied. Students become accustomed to thinking again about what they have learned.” (Teacher Interview, 2026)

The findings demonstrate that learning activities extended beyond material completion and involved metacognitive processes in which students became aware of their learning experiences and knowledge application.

The study further found that deep learning implementation was supported through collaborative learning activities. In several subjects, students worked in heterogeneous groups to complete assignments collectively. Students with stronger understanding frequently helped peers experiencing difficulties. These collaborative activities not only supported academic understanding, but also strengthened social skills such as cooperation, tolerance, and communication.

Interview results with students reinforced these findings. One student explained:

“I prefer group learning because I can ask friends and learning becomes more enjoyable. If we only listen to the teacher continuously, sometimes it becomes boring.” (Student Interview, 2026)

The findings indicate that active and collaborative learning was more compatible with elementary school students’ characteristics, which require interaction, movement, and direct experiences during learning activities.

Despite these positive findings, several challenges in implementing deep learning were identified. Some teachers experienced difficulties managing instructional time because discussion-based and reflective learning required longer classroom duration than conventional methods. Differences in students’ participation and academic abilities also required teachers to provide more intensive guidance for certain students. One teacher explained:

“Sometimes the challenge is time. If discussions take too long, other materials are not finished. There are also students who are still shy to speak, so they need gradual guidance.” (Teacher Interview, 2026)

These findings indicate that deep learning implementation requires classroom management competence and teacher flexibility in organizing learning activities.

Overall, the findings revealed that deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal was implemented through four main forms: contextual learning, active discussion, reflective learning, and collaborative activities. These practices increased student participation, confidence in expressing opinions, and understanding of learning materials. The findings demonstrate that deep learning was implemented not merely as a teaching method, but as a learning culture positioning students as active subjects within the educational process.

Forms of Islamic Values Internalization through Learning

The findings revealed that the internalization of Islamic values at Sekolah Dasar Islam Lukman Al Hakim Kendal was not limited to Islamic Religious Education subjects or formal religious activities, but was integrated into all classroom learning processes. Islamic values were embedded through teacher-student interaction, contextual integration of Islamic teachings into lesson materials, positive behavioral habituation, and teachers’ role modeling in daily activities. These findings indicate that the school viewed value education as an inseparable component of academic learning and character formation.

Interview findings with the principal showed that the school positioned Islamic character development alongside academic achievement. The principal stated:

“We want students not only to be academically intelligent, but also to have good manners, discipline, honesty, and respect toward teachers and friends. Therefore, Islamic values must be integrated into every learning activity.” (Principal Interview, 2026)

The statement reflects the school’s institutional commitment to integrating intellectual and moral development within educational practices.

Classroom observations demonstrated that learning activities consistently began with greetings, collective prayers, and short Qur’anic recitations or remembrance (dzikir) before instruction started. Teachers explained that these activities aimed to develop students’ spiritual awareness and create calm learning environments. Students participated orderly in these activities and appeared more prepared to begin

classroom learning afterward.

Teachers also integrated Islamic values contextually into lesson materials. In environmental lessons, for example, teachers connected cleanliness topics with Islamic teachings emphasizing cleanliness as part of faith. During mathematics learning, teachers emphasized honesty when students completed assignments and examinations independently. A third-grade teacher stated:

“Every lesson can actually be connected to Islamic values. For example, when learning about cleanliness, we explain that Islam teaches clean living. During examinations, we emphasize honesty because honesty is part of Muslim character.” (Teacher Interview, 2026)

The findings indicate that Islamic value internalization was implemented contextually and not restricted solely to religious subjects.

Honesty emerged as one of the dominant values emphasized during learning activities. Teachers consistently reminded students to complete assignments independently, admit mistakes honestly, and respect others’ belongings. When students made mistakes, teachers tended to use persuasive dialogue rather than direct punishment. Classroom observations also showed strong disciplinary practices. Students were accustomed to arriving on time, wearing complete uniforms, bringing learning equipment, and following classroom rules consistently.

Responsibility was developed through both individual and group assignments. Students were encouraged to complete homework, maintain classroom cleanliness, and participate in scheduled classroom duties. In collaborative activities, students received specific roles so they could learn responsibility toward assigned tasks. Empathy and mutual respect were also strengthened through collaborative learning processes. During group discussions, teachers reminded students to listen respectfully to others’ opinions, avoid mocking peers, and assist classmates experiencing learning difficulties. One student explained:

“If a friend does not understand, the teacher tells us to help and not laugh at them. So during group work, we help each other.” (Student Interview, 2026)

The findings indicate that empathy was developed through direct social interaction within classroom learning experiences.

Teacher role modeling also became an important factor in strengthening Islamic values. Observations showed that teachers communicated politely, dressed neatly, arrived on time, and treated students respectfully. The principal explained:

“Students imitate teachers’ behavior more quickly than listening to long advice. Therefore, we emphasize that teachers must become role models.” (Principal Interview, 2026)

The findings suggest that character formation occurred naturally through imitation of respected figures within the school environment.

Several challenges were also identified in the internalization of Islamic values. Some students still brought habits from outside school environments that were inconsistent with Islamic values, such as impolite speech and low discipline. Teachers therefore needed to reinforce values continuously so that positive behavior gradually became habitual. Differences in family backgrounds also influenced the consistency of value reinforcement outside school.

Overall, the findings demonstrated that Islamic values internalization at Sekolah Dasar Islam Lukman Al Hakim Kendal was implemented through five primary forms: daily religious habituation, contextual integration of Islamic teachings into lesson materials, honesty and discipline practices, collaborative learning encouraging empathy, and teacher role modeling. These findings indicate that Islamic values became more effectively internalized when experienced directly through daily learning activities rather than taught merely as normative concepts.

Supporting and Inhibiting Factors in Deep Learning Implementation

The findings revealed that the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal was influenced by interconnected supporting and inhibiting factors. The success of deep learning implementation was not determined solely by teachers’ instructional competence, but also by school policies, learning culture, student readiness, learning facilities, and parental involvement. These findings

indicate that deep learning functioned as a systemic educational process requiring support from multiple school stakeholders.

One of the primary supporting factors identified was the commitment of school leadership toward improving learning quality. The principal provided teachers with opportunities to develop innovative, active, and student-centered learning practices. The principal stated:

“We give teachers space to innovate in teaching. The important thing is that students become active, understand the material, and develop their character. Teachers do not have to depend only on traditional methods.” (Principal Interview, 2026)

The findings indicate that managerial support became an important foundation for transforming classroom learning culture.

Teacher competence and readiness in managing active learning also emerged as significant supporting factors. Classroom observations showed that teachers were able to design learning activities involving discussion, group work, problem-solving, and reflection. Teachers also demonstrated effective communication skills that created more interactive classroom environments. One teacher explained:

“We try to make students not only listen, but also think and participate actively. Therefore, teachers must prepare varied learning activities.” (Teacher Interview, 2026)

These findings indicate that successful deep learning implementation depended heavily on teachers' creativity in designing meaningful learning experiences.

Another supporting factor was the school's Islamic and conducive learning culture. Habits such as greetings, collective prayers, discipline, and respectful teacher-student relationships created psychologically safe learning environments. Students appeared more confident expressing opinions because teachers responded positively and appreciated their participation. Additionally, the interactive characteristics of elementary school students became supportive conditions for deep learning implementation. Students generally preferred discussion-based learning, educational games, practical activities, and collaborative work rather than passive listening.

On the other hand, several inhibiting factors were identified. One major challenge involved limited instructional time. Learning activities emphasizing discussion, exploration, presentation, and reflection required longer duration compared to lecture-based methods. Teachers also experienced difficulties related to differences in students' academic abilities and participation levels. Some students actively participated in discussions, while others remained passive and required additional guidance.

Learning facilities and media availability also influenced implementation effectiveness. Certain deep learning activities required visual media, practical materials, and flexible classroom arrangements. Although the school possessed adequate basic facilities, teachers still needed creativity to maximize learning effectiveness under limited conditions.

Another inhibiting factor involved unequal parental support. Some parents strongly supported active learning activities at home, while others focused primarily on students' academic scores rather than learning processes. Teachers explained that students required consistent encouragement from both school and family environments to participate actively in learning activities. Additionally, several teachers who had long been accustomed to lecture-based instruction required adaptation time to shift toward facilitative and participatory learning approaches. These findings indicate that successful deep learning implementation required institutional support, teacher readiness, family involvement, and continuous strengthening of collaborative learning culture within the school environment.

IV. DISCUSSION

The findings of this study demonstrate that the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal successfully created a more meaningful, participatory, and character-oriented learning process. Deep learning did not only increase students' academic engagement, but also functioned as a medium for strengthening Islamic values and improving students' learning enthusiasm. Students became more active in discussions, more confident in expressing opinions, more disciplined during learning activities, and more enthusiastic in participating in classroom instruction. These findings indicate

that deep learning operates not only within cognitive dimensions, but also influences students' affective and social development.

These findings are consistent with the theory proposed by Michael Fullan and Maria Langworthy who explained that deep learning encourages students to develop knowledge through active engagement, collaboration, creativity, problem-solving, and connections between learning materials and real-life contexts [4]. According to Fullan and Langworthy, meaningful learning occurs when students actively construct knowledge through direct learning experiences rather than passively receiving information. The findings of this study align with this perspective because teachers at Sekolah Dasar Islam Lukman Al Hakim Kendal implemented group discussions, presentations, reflective learning, and contextual learning activities connected to students' daily experiences. These practices enabled students not only to understand lesson materials more effectively, but also to become emotionally engaged in the learning process.

The findings further reveal that one of the major strengths of deep learning implementation lies in the transformation of students' positions from passive learning objects into active learning subjects. In conventional instruction, students tended to wait for teachers' explanations and directions. After deep learning was implemented, students gained opportunities to ask questions, express ideas, collaborate with peers, and solve learning problems independently [12]. This transformation is important because students' learning enthusiasm developed when they felt actively involved in classroom activities. Learning motivation therefore emerged not merely from external rewards or punishment, but from meaningful learning experiences that acknowledged students' potential and participation.

The findings are also consistent with the study conducted by Rahmatullah which found that deep learning improved conceptual understanding and active classroom participation among elementary school students. Similar to the present study, their findings highlighted increased student engagement and improved understanding of learning materials [13]. However, this study extends previous findings by demonstrating that deep learning influences broader dimensions beyond academic understanding. The implementation of deep learning in this study contributed to the development of Islamic values such as discipline, responsibility, honesty, and empathy. These findings indicate that deep learning can function not only as an academic strategy, but also as a medium for character education [14], [15].

Another comparison can be observed in the findings of Suryantoro who reported that reflective active learning improved students' religious attitudes, particularly in worship discipline and respectful behavior. The similarity between Suryantoro study and the present research lies in the importance of reflective activities and active student involvement in strengthening religious values. Nevertheless, this study demonstrates a broader form of Islamic value internalization because religious values were integrated throughout all learning activities, including general subjects, collaborative tasks, classroom interaction, and contextual learning experiences [16]. Consequently, Islamic values became inherent components of students' daily academic experiences rather than isolated religious practices.

The findings further reveal the successful integration of three interconnected dimensions: academic learning, character formation, and learning motivation. Previous studies often examined academic achievement, character education, and student motivation separately. In contrast, this study demonstrates that these dimensions mutually reinforced one another within deep learning practices. When learning activities were designed actively and meaningfully, students showed greater enthusiasm toward learning. Collaborative learning activities strengthened empathy and responsibility, while contextual integration of Islamic teachings provided moral direction within academic understanding [7]. These findings indicate that deep learning functioned as an integrative educational model capable of connecting cognitive, affective, and spiritual dimensions simultaneously.

The Islamic elementary school context also became an important factor influencing the success of deep learning implementation. The school environment was characterized by religious culture, positive habituation, respectful interpersonal relationships, and moral discipline, which strengthened the process of Islamic value internalization.[17] In general educational settings, deep learning may primarily influence academic and social aspects. However, within Islamic elementary education, deep learning gained additional

dimensions related to spiritual strengthening and moral development. This distinctive context became one of the unique contributions of the present study.

The findings additionally indicate that deep learning may address the problem of low learning enthusiasm among elementary school students. Students at this educational level require interactive, participatory, and experience-based learning activities closely related to their daily lives. Lecture-dominated learning often resulted in boredom and passive classroom behavior. Conversely, when students were provided opportunities to explore ideas, collaborate, and participate actively, their learning enthusiasm increased naturally. This condition was reflected in students' increased confidence in asking questions, persistence in completing assignments, and enthusiasm for attending classroom activities.

Overall, the discussion confirms that the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal produced multidimensional educational impacts. Based on Fullan and Langworthy's theory, previous studies, and the empirical findings of this research, deep learning can be understood not only as a pedagogical approach for improving academic quality, but also as a strategic educational model for strengthening Islamic character and students' learning enthusiasm. The novelty of this study lies in demonstrating that deep learning within Islamic elementary school contexts can function as an integrative bridge connecting intellectual development, moral strengthening, and learning motivation simultaneously.

V. CONCLUSION

The findings of this study revealed that the implementation of deep learning at Sekolah Dasar Islam Lukman Al Hakim Kendal was carried out through student-centered, contextual, collaborative, and reflective learning practices. Teachers no longer focused solely on delivering learning materials, but provided opportunities for students to discuss, ask questions, solve problems, and connect lesson materials with their daily lives. These practices created more active and meaningful learning experiences and encouraged students to develop deeper understanding of learning content.

The internalization of Islamic values in this study was implemented through the integration of values into classroom learning processes rather than through religious subjects or separate habituation activities alone. Values such as honesty, discipline, responsibility, empathy, and mutual respect were developed through teacher role modeling, classroom rules, collaborative learning, reflective activities, and the contextual integration of Islamic teachings into lesson materials. These findings indicate that deep learning functioned effectively as a medium for strengthening Islamic character because values were practiced directly through students' daily learning experiences.

The study also found that students' learning enthusiasm increased significantly after the implementation of deep learning. Students demonstrated greater enthusiasm during classroom activities, stronger confidence in asking questions and expressing opinions, higher persistence in completing assignments, and increased interest in learning. These conditions were supported by school commitment, teacher readiness, and a conducive school culture, although several challenges remained, including limited instructional time, differences in students' abilities, and unequal parental support. Overall, this study confirms that deep learning is an effective learning approach for integrating academic improvement, Islamic value strengthening, and students' learning enthusiasm within Islamic elementary school contexts.

Based on these findings, schools are encouraged to strengthen the implementation of deep learning through continuous teacher training, development of collaborative learning cultures, and improvement of contextual learning media. Teachers are expected to consistently integrate Islamic values into all learning activities so that character education becomes inseparable from academic instruction. Parents should also be actively involved in supporting students' learning processes at home to ensure consistency between school and family educational environments. Future researchers are recommended to conduct broader studies using comparative or mixed-method approaches in different educational settings to examine the wider effectiveness of deep learning in strengthening character formation and learning motivation.

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