Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

The Implementation of the Deep Learning Approach in Al-Islam Learning at Muhammadiyah 06 Palembang Elementary School

Muhammad Farhan Ferdino*, Kasinyo Harto, Febriyanti, Ermis Suryana, Baldi Anggara
Master of Islamic Religious Education, Postgraduate, Raden Fatah State Islamic University Palembang, Palembang, 30126, Indonesia

ARTICLE INFO

Article history:

Received: 03 June 2026
Accepted: 29 June 2026
Available Online: 05 July 2026

Keywords:

Implementation,
Deep Learning,
Al-Islam,
Elementary School

* *Corresponding author:*

E-mail:
mfarhanferdino_24052160026@radenfatah.ac.id

Article Doi:

https://doi.org/10.31258/jes.10.7.p.167-185

This is an open access article under the CC BY-SA license.

A B S T R A C T

The deep learning approach encourages learners to engage in meaningful, reflective, and enjoyable learning experiences to promote students' deeper understanding. This study aimed to analyze the implementation of the deep learning approach through the principles of mindful, meaningful, and joyful learning in Al-Islam learning at SD Muhammadiyah 06 Palembang and to identify the supporting and inhibiting factors affecting its implementation. This study employed a qualitative case study design. Observations, semi-structured interviews, and documentation were employed to obtain data from the principal, vice principal, and Al-Islam teacher in charge of curriculum affair. The data were examined through Miles and Huberman's interactive analysis model, encompassing data reduction, data presentation, verification, and conclusion. The findings revealed that the deep learning approach was implemented through planning, implementation, and evaluation stages. Mindful learning fostered students' critical and reflective thinking, meaningful learning connected learning materials with real-life experiences, and joyful learning created active and engaging classroom interactions. Supporting factors included school leadership, adequate facilities, teacher training, and a positive school culture. Meanwhile, limited teacher understanding, instructional time constraints, and diverse student abilities became inhibiting factors. The study concludes that the deep learning approach can enhance students' understanding, critical thinking, and active participation in Al-Islam learning.

1. Introduction

Education is a purposeful and organized endeavor designed to foster learning experiences that support students in developing their potential through active engagement. Through education, students are guided to develop spritual strength,

good character, intelligence, self-control, noble morals, diverse skills essential for individual growth and participation in social, national, and civic life (Bayumi, 2021). Education must be well-prepared and implemented from an early age to ensure positive outcomes for students (Febriyanti, 2022). Education in Indonesia is currently experiencing a phase of transformation to meet the demands of the twenty-first century, in which creativity, critical think, and collaborative are crucial elements. Aiming to prepare the nation's next generation to overcome various global challenges, education in Indonesia requires innovation in learning approaches, not only in the curriculum but also in the models applied in learning (Suwandi & Putri, 2024).

One such approach currently increasing attention is the deep learning approach, proposed by the Minister of Primary and Secondary Education, Abdul Mu'ti. This approach focuses on in-depth conceptual mastery, enabling students to not only memorize information but also interpret and apply the knowledge they acquire (Hasanuddin et al., 2025). This approach is not new, having its origins in 1976. This approach was first introduced by Ference Marton and Roger Säljö, emphasizing meaningful understanding and the interconnectedness of concepts within a unified whole. Deep learning can be applied in education through a dynamic, personalized system. Personalized learning can be used to enhance the effectiveness of the educational process (Anggara et al., 2023). This approach, also known as Competency-based learning offers learners the chance to be actively involved in the educational process tailored to their individual needs, potential, and abilities, resulting in a more relevant and optimal learning experience (Saputra & Hadi, 2022).

Moreover, the teaching approach employed by educators greatly influences the effectiveness of learning objective attainment.As a fundamental part of educational activities, the learning approach guides the delivery of material so that it is optimally received and understood by students (Anggara et al., 2022). By adopting a suitable instructional approach, learners gain more than just theoretical knowledge to understanding, but hone higher-order thinking skills, collaboration, and communication skills. This, of course, takes into account the students' abilities, learning conditions, and desired objectives. In today's era of educational modernization, student-centered and interactive approaches, such as deep learning, are crucial for preparing learners to navigate and tackle challenges in a globalized world. These efforts are designed through an in-depth learning approach based on the principles of mindful, meaningful, and joyful learning, providing students with the opportunity to understand, apply, and reflect on what they learn in various contexts. Mindfulness, or awareness, is a flexible state of mind in which individuals are actively engaged in the present, sensitive to context, and attentive to new things (Langer, 2008).

Meanwhile, meaningful learning is meaningful learning that considers the psychological aspects of students (Nuriana & Hotimah, 2023). Furthermore, joyful learning is a learning approach that brings teachers and students together in a fun learning environment. These three learning approaches integrate into what is known as deep learning (Fachri et al., 2020). Within elementary school Al-Islam

instruction, the deep learning approach has strong relevance and applicability. Al-Islam emphasizes not only memorizing verses or normative knowledge, but also how students understand Islamic values holistically and then internalize them in their daily attitudes and behaviors. Through deep learning, students are encouraged to explore the meaning of Islamic teachings, relate them to life experiences, and develop noble character.

Based on pre-observation activities and initial interviews, the researchers found that Muhammadiyah 06 Elementary School, Palembang, as an Islamic educational institution, has strived to keep pace with the latest learning paradigms. Efforts to strengthen educational quality include disseminating and training teachers to adopt a deep learning approach into their teaching practices, including in Al-Islam lessons. While educators at this school have participated in and implemented training related to the application of this deep learning approach, its implementation is still in its early stages.

In practice, teachers, including Islamic Religious Education (PAI) teachers, have attempted to integrate deep learning-based learning steps. However, obstacles remain. Some teachers still understand deep learning only as a term, so its implementation is not fully aligned with the principles of meaningful, mindful, and joyful learning. Sometimes teachers still cling to the old mindset. In reality, Islamic Religious Education (PAI) learning is often conducted through memorization, written assignments, and an emphasis on completing material. Deep learning requires a relatively longer time because teachers must provide students with opportunities for discussion, relating personal experiences, and reflecting on learning outcomes, making managing learning time allocation a challenge.

Given this background, this study is interesting to study because the application of the deep learning approach to Islamic Religious Education at the elementary school level is still relatively new. The researcher limited the research problem based on the identification results above. The limitations are, the research focused solely on Phase C of sixth-grade students at Muhammadiyah 06 Elementary School, Palembang, the subject matter of the study was "The Beauty of Allah's Decree" in Islamic learning, the implementation of the deep learning approach studied was limited to the application of three main principles: mindful learning, meaningful learning, and joyful learning. Therefore, this research is necessary to conduct a more in-depth analysis of the concept, implementation, supporting factors, and inhibiting factors. This research is entitled "Implementation of the Deep Learning Approach in Al-Islam at Muhammadiyah 06 Elementary School, Palembang."

2. Methodology

This study employed a qualitative approach using a case study design to explore the implementation of the deep learning approach through the principles of mindful, meaningful, and joyful learning in Al-Islam learning at SD Muhammadiyah 06 Palembang. The case study approach was selected because the research focused on an in-depth investigation of a specific phenomenon within a particular educational

setting, namely sixth-grade students (Phase C) in Al-Islam learning. The research was conducted at SD Muhammadiyah 06 Palembang, data collection was carried out from September to November 2025. The selection of research subjects was carried out using a purposive sampling technique, considering their relevance to the study's objectives. The key informant was the Al-Islam teacher, while supporting informants consisted of the principal and the vice principal for curriculum affairs. Data were gathered through observations, semi-structured interviews, and document analysis. Observations were carried out to investigate the planning, implementation, and evaluation of the deep learning approach, as well as the supporting and inhibiting factors affecting its implementation (R. Azzahra et al., 2025).

Interviews were carried out to gain in-depth insights into the phenomenon under study, information from the informants regarding their experiences and perspectives on the application of deep learning principles in classroom learning. Documentation was used to support the findings through school records, learning documents, photographs, and other relevant materials. Data were analyzed using the interactive model of Miles, Huberman, comprising data reduction, data display, verification, and conclusion drawing. The data reduction process involved selecting and focusing on information that was relevant to the study objectives. The data were thereafter presented in an organized format, descriptively to facilitate interpretation before drawing conclusions. To establish the validity and reliability of the findings, triangulation techniques were employed, including source triangulation, technique triangulation, and time triangulation. These procedures were used to improve the validity and credibility of the research findings.

3. Results and Discussion

Implementation of the Deep Learning Approach to Al-Islam Learning at Muhammadiyah 06 Elementary School, Palembang

To obtain comprehensive information regarding the implementation of the deep learning approach in Al-Islam learning, semi-structured interviews were conducted with three key informants, namely the principal, the vice principal for curriculum affairs, and the Al-Islam teacher. These informants were selected through purposive sampling based on their direct involvement in planning, implementing, and supervising the learning process. The interviews were conducted from September to November 2025 and aimed to explore participants' understanding, experiences, perceptions, as well as the supporting and inhibiting factors related to the implementation of the deep learning approach. A semi-structured interview format was employed to allow flexibility in exploring emerging issues while maintaining consistency with the research objectives. The interview guideline used in this study is presented in Table 1.

Table 1. Interview Guidlines

No.	Interview Questions
1.	How do you understand the concept of the deep learning approach?
2.	Why does the school implement the deep learning approach?
3.	How is deep learning integrated into Al-Islam learning planning?
4.	How are mindful learning principles implemented in the classroom?
5.	How are meaningful learning principles implemented in the classroom?
6.	How are joyful learning principles implemented in the classroom?
7.	How is learning evaluation conducted using the deep learning approach?
8.	What supporting factors facilitate the implementation of deep learning?
9.	What challenges or obstacles are encountered during implementation?
10.	What strategies are used to overcome these challenges?

Before the implementation of the deep learning approach, Al-Islam learning at SD Muhammadiyah 06 Palembang was generally conducted using conventional instructional methods that emphasized content delivery, curriculum completion, and students' mastery of concepts through memorization and written assignments. Although students demonstrated adequate cognitive achievement, opportunities for reflective thinking, contextual understanding, and active participation remained limited. The topic "The Beauty of Allah's Decree" was commonly taught through explanation and question-and-answer activities, with limited emphasis on connecting Islamic values to students' personal experiences. Consequently, the school adopted the deep learning approach in response to educational transformation policies promoted by the Ministry of Primary and Secondary Education and its commitment to improving learning quality through the integration of mindful, meaningful, and joyful learning principles. Based on interviews with the principal and vice principal for curriculum affairs, teachers were encouraged to shift from teacher-centered instruction toward student-centered learning that promotes reflection, contextual understanding, and active participation.

Classroom observations were conducted to examine the planning, implementation, and evaluation of the deep learning approach, focusing on teachers' instructional practices, students' participation, learning media, classroom interaction, and assessment activities. The observations revealed that teachers consistently integrated the principles of mindful, meaningful, and joyful learning throughout the learning process. Students actively participated in discussions, reflections, poster projects, and educational games, while teachers utilized PowerPoint presentations, projectors, and other learning resources to support instruction. Despite differences in students' academic abilities, motivation, and classroom participation, the overall classroom environment was conducive to collaborative and reflective learning.

Deep Learning Planning through Mindful Principles in Islamic Learning: Deep learning planning in Islamic teaching at Muhammadiyah Elementary School 06 Palembang demonstrates the systematic efforts made by the school and teachers in designing learning that encourages students to think critically and reflectively through the principles of mindful learning. Learning planning is not merely understood as the administrative arrangement of open tools, but as the process of designing learning experiences that foster students' awareness, attention, and active engagement in the material being studied (Laksmita et al., 2025). For the purposes

of this research, the principles of mindful learning are evident in how the teacher developed learning objectives, apperceptions, prompting questions, and reflection activities designed to help students understand the meaning of the material "The Beauty of God's Decree" more deeply. The teacher not only targeted students' abilities in memorizing and understanding the material but also guided them to analyze, connect, and reflect on the values of Islamic teachings in their daily lives. These findings suggest that the learning plan has facilitated the enhancement of students' higher-order thinking skills. The findings of this study align with Langer's opinion, which explains that mindfulness in learning is an active process of awareness characterized by openness to new information, sensitivity to context, and the ability to view a problem from multiple perspectives (Hidayani et al., 2025).

Therefore, the inclusion of prompting questions, reflection activities, and contextual apperception in the learning lesson plan indicates the teacher's attempt to cultivate students' learning consciousness at the start of the lesson (Ningtiyas et al., 2026). In this context, the lesson planning carried out by Al-Islam teachers at Muhammadiyah 06 Elementary School in Palembang demonstrated characteristics of deep learning, as they designed lessons to enable students to understand the wisdom behind Allah's decree, rather than simply memorizing the concepts of qada and qadar. Research results also indicate that the implementation of deep learning during the planning stage is inseparable from the support of the principal and the vice-curriculum director. The school provided guidance through work meetings, academic supervision, internal training, and outreach to teachers regarding the implementation this in curriculum. This demonstrates that school academic culture and institutional support play a significant role in the successful implementation of deep learning (Rusman, 2025). The teacher guided students to develop their own understanding through reflective questions, discussions, and oral and written reflections.Furthermore, lesson plans that integrate reflection activities also indicate a transformation in educational practices from teacher-centered approaches to student-centered learning (Santiani, 2025). Teachers no longer serve as the sole providers of knowledge, but rather acts as a facilitator, helping students construct their own understanding. Participants are encouraged to think, analyze, and express their opinions on the material being studied. This situation demonstrates

In-Depth Learning Planning through Meaningful Principles in Islamic Learning: The planning of Islamic learning at Muhammadiyah 06 Elementary School, Palembang, demonstrates the teachers' efforts to apply the principles of meaningful learning through developing contextual learning that is close to students' life experiences. During the planning stage, teachers not only structure learning materials in the form of theoretical concepts but also design learning activities that enable students to connect the material to the realities of everyday life (Nisa, 2025). This is evident in the use of real-life examples, contextual questions, discussions of personal experiences, and reflective activities included in the teaching modules and In-Depth Learning Plans (RPM).

Research findings indicate that teachers have designed learning on the subject of "The Beauty of Allah's Decree" by linking the concepts of qada and qadar to students' real-life experiences, such as failure in competitions, unsatisfactory

learning outcomes, and experiences facing situations that do not meet expectations. Teachers strive to use students' life experiences as a starting point for understanding Islamic values (Srihartini et al., 2025). This condition suggests that the learning process is structured to enable students not only to comprehend theoretical concepts but also to recognize the significance and relevance of the material to their everyday lives. This finding is consistent with David Ausubel's theory of meaningful learning, which posits that meaningful learning takes place when new information is integrated with learners' existing knowledge structures and prior experiences (Mu'min et al., 2025).

Furthermore, the research findings indicate that teachers have designed learning activities that encourage active student engagement through group discussions, open-ended questions and answers, and the sharing of personal experiences. These activity plans demonstrate that teachers are no longer using solely lecture-centered learning but are instead guiding students to actively construct understanding through experience and social interaction (N. T. Azzahra et al., 2025). Therefore, the discussions and experience-sharing activities designed by teachers in learning demonstrate the incorporation of constructivist learning principles within the planning of Al-Islam education.

The study further found that schools play a crucial role in supporting the implementation of meaningful learning. The principal and the curriculum vice-chancellor provide guidance to teachers so that is designed in accordance students' real-life conditions and experiences. In the "The Beauty of Allah's Decree" topic, the teacher has also designed learning objectives that emphasize not only the ability to understand the concepts of qada' and qadar, but also the ability of students to apply patience, ikhtiar (effort), tawakkul (trust), and gratitude in their daily lives. This situation indicates that Islamic learning is directed at developing an applicable and contextual understanding (Khayyirah et al., 2024).

Furthermore, the use of learning media such as Islamic stories, illustrations of everyday life, and examples of real-life events designed during the planning stage demonstrates that the teacher strives to help students understand the material concretely. The abstract material of qada' and qadar is made more understandable through examples relevant to students' lives (Utami et al., 2025). Based on this description, it can be understood that the implementation of the principle of meaningful learning in the Al-Islam learning planning stage at Muhammadiyah 06 Elementary School, Palembang, has been systematically designed through the formulation of learning objectives, the use of real-life examples, discussion activities, contextual questions, learning media, and reflective activities that connect the material to students' life experiences. This planning demonstrates that Al-Islam learning is not only oriented toward theoretical mastery of the material but also toward developing meaningful, contextual, and applicable understanding in students' real lives.

In-depth Learning Planning through Joyful Principles in Islamic Learning : In the planning stage, teachers not only develop theoretical learning materials but also design various learning activities that can create a comfortable, relaxed classroom

atmosphere and motivate students to participate enthusiastically. Research findings indicate that teachers have designed learning using a variety of methods, such as group discussions, Q&A sessions, Islamic stories, simple games, group activities, and the use of engaging learning media. Teachers recognize that elementary school students have characteristics that make learning easier to understand when presented in a fun and relevant way. This finding aligns with the concept of joyful learning, which explains that enjoyable learning can create an active, comfortable learning atmosphere and motivate students to engage in the learning process. According to Porter and Hernacki, a pleasant learning atmosphere can increase student attention, motivation, and engagement, thus making learning more effective.

Furthermore, the research findings indicate that the school emphasizes that Islamic learning should not be delivered solely through lectures, but should also be developed through learning activities that foster student engagement and enthusiasm (Ardiana et al., 2025). For the topic "The Beauty of Allah's Decree," the teacher designed the lesson through inspirational stories, examples from everyday life, and group activities that enabled students to actively interact with their peers. The use of Islamic stories and concrete examples was designed to facilitate student understanding of the material and enhance the learning process. According to Hamalik, the use of a variety of learning methods and media can increase student attention and interest in learning by making learning more lively and less boring. Therefore, the use of stories, discussions, and group activities designed by the teacher demonstrates an effort to create a more enjoyable and meaningful learning experience.

The findings indicate that teachers designed opening activities to create a comfortable and engaging learning atmosphere before introducing the main lesson. Through apperception, learning motivation, and simple icebreakers, teachers helped students maintain focus and enthusiasm during the learning process while accommodating the limited attention span typical of elementary school students. Accordingly, the joyful learning principle was systematically integrated into lesson planning through varied teaching methods, collaborative activities, Islamic stories, engaging learning media, and a supportive classroom environment. This planning demonstrates that Al-Islam instruction was designed not only to promote content mastery but also to foster students' motivation, active participation, and enjoyment in understanding the topic "The Beauty of Allah's Decree."

Overall, the planning stage demonstrates that the implementation of the deep learning approach in Al-Islam learning systematically integrated the principles of mindful, meaningful, and joyful learning into instructional design. Teachers developed lesson objectives, teaching materials, reflective activities, contextual learning experiences, and collaborative strategies that promoted students' active participation and deeper conceptual understanding. These findings indicate that lesson planning was oriented toward student-centered learning, consistent with the concept of deep learning, which emphasizes meaningful understanding, critical reflection, and active learner engagement. This finding is consistent with Hasanuddin et al. (2025), who reported that deep learning encourages teachers to

design learning experiences that foster higher-order thinking, and with Santiani (2025), who emphasized the importance of systematic instructional planning in implementing deep learning. However, this study extends previous research by demonstrating that the principles of mindful, meaningful, and joyful learning were integrated simultaneously into the planning stage of Al-Islam learning, providing empirical evidence for the implementation of deep learning in Islamic primary education.

Implementing a Deep Learning Approach Through Mindful Principles in Islamic Learning: The implementation of the "Beauty of God's Decree" (The Beauty of God's Decree) in Islamic learning at Muhammadiyah 06 Elementary School, Palembang. First, in the learning process, Islamic Religious Education teachers design systematic activities at each stage of the lesson to encourage students to think critically and reflect on the material being studied (Rastiana et al., 2025). During the lesson, teachers not only conduct formal openings but also build students' readiness to learn through a mindful learning approach. Activities such as breathing exercises, short dhikr (remembrance of God), and providing prompting questions demonstrate the teacher's efforts to calm students' minds, reduce distractions, and direct their focus on the material being studied. Thus, students are not only physically present but also mentally and emotionally engaged in the lesson. The implementation of mindful learning was further supported by documentation of students' active participation during group discussion presentations, where they reflected on and explained their understanding of the learning material. This activity is illustrated in Figure 1.

Figure 1. Student Discussion Results Presentation Activity

Second, in the core activity, based on observations and documentation, teachers invite students to discuss the meaning of God's decree through open-ended questions and interactive dialogue (Ramadhan, 2025). The teacher does not provide immediate answers, but guides students to think and draw conclusions independently. In this case, a simple value discussion method using a narrative story about Umar ibn Khattab (r.a.) is implemented through the stages of story

presentation, reflective pauses, guided discussions, and value reinforcement. This process enables students not only to develop cognitive understanding of the concept of God's decree, but develop self-awareness and a sense of trust in God after making a sincere effort.

Third, in the closing activity, based on observations, the teacher invites students to engage in collective reflection, which can take the form of asking students to review their understanding of the material learned. The Islamic Religious Education teacher explained that in the closing activity, he always encourages students to reflect on the material they have learned (Hardiman et al., 2025). This reflection aimed to ensure that students not only understood the concept of faith in qada' and qadar (divine decree) but also applied its values in their daily lives. These findings indicate that Al-Islam and Character Education on the topic "The Beauty of Allah's Decree" successfully fostered students' critical and reflective thinking, reflecting the principles of mindful learning. This was evident from the systematic learning process, which began with activities that built students' awareness and readiness to learn, continued with collaborative discussions and critical analysis, and concluded with reflective activities that reinforced the internalization of Islamic values.

Implementing a Deep Learning Approach Through Meaningful Principles in Islamic Learning: Learning activities begin with the teacher entering the classroom and greeting the students, who then respond together. Next, the teacher directs the students to recite the Basmalah (the recitation of the name of God) and pray together, led by the class representative. Following this activity, the teacher checks student attendance. Learning activities began with greetings, prayer, attendance checking, and apperception to prepare students for learning. During the introductory stage, the teacher used reflective questions and reviewed previous material to connect students' prior knowledge and personal experiences with the topic to be studied. Students were encouraged to recall experiences such as failure, disappointment, or success, enabling them to relate the concept of "The Beauty of Allah's Decree" to their daily lives. During the core activities, the teacher presented the material by linking Islamic concepts to real-life situations familiar to students. PowerPoint presentations and projectors supported the delivery of content in a structured and engaging manner, helping students focus and understand the learning material more effectively (Suryana et al., 2024). To strengthen meaningful learning, students worked collaboratively to create and present posters based on their understanding of "The Beauty of Allah's Decree." The poster presentation activity is illustrated in Figure 2.

After delivering the material through PowerPoint and class discussions, the teacher continued the lesson by giving a simple poster-making project. As part of the learning activity, students worked collaboratively in groups to produce a poster on the theme "The Beauty of God's Decree," which conveyed a moral message about patience, sincerity, and trust in God's decrees. The posters were designed based on their own real-life experiences. In the closing activity, based on observations, the teacher and students concluded the lesson by reaffirming the wisdom behind each of God's decrees. The teacher invited students to reflect on the experiences discussed during the core activity and relate them to attitudes that need to be

developed in everyday life, such as patience, sincerity, and trust in God. This activity was conducted through reflective questions and answers and value reinforcement to ensure that students' understanding did not stop at the cognitive aspect.

Figure 2. Learning Activities: Students attach posters

Implementing a Deep Learning Approach Through Joyful Principles in Islamic Learning: Enjoyable learning fosters a strong connection between educators and students in a non-coercive environment, including the learning environment (Primaidola & Karim, 2023). In the initial activity, teachers motivate students by explaining the learning objectives and the importance of understanding Allah's decrees in daily life. Icebreakers are used at the beginning of the lesson to attract attention and increase student focus. These can include variations on clapping and songs, clapping 1, 2, and 3, morning, afternoon, evening, focus, concentration, or singing. In the core learning activities, observations indicate that teachers implement various fun and interactive learning methods, such as educational games and role-playing. Students are given the opportunity to discuss, express their opinions, and participate directly in learning activities. The role-playing activity is presented in Figure 3.

Figure 3. Student Activities in Role Play in Islamic Religious Education Learning

Furthermore, teachers implement joyful learning methods through the use of educational games and role-playing exercises intended to promote active student engagement. Student involvement in discussions, games that match events with attitudes, and role-playing activities demonstrate that learning takes place interactively and participatively. Students are given space to think, express their opinions, and express their understanding creatively (Dewi et al., 2025). Furthermore, in the closing activity, ending the lesson with appreciation fosters positive motivation and a sense of appreciation. Reflecting on exemplary values strengthens Islamic character. Active and enjoyable learning includes creating a positive atmosphere, reinforcing values, and a motivating conclusion. The teacher reinforces the faith values learned and appreciates students' active participation during the lesson.

The implementation stage reflects the practical application of the deep learning approach through the integration of mindful, meaningful, and joyful learning principles in classroom instruction. Students actively participated in reflective discussions, collaborative learning, contextual activities, educational games, and project-based tasks that encouraged them to construct knowledge through experience rather than passive memorization. These practices promoted not only cognitive achievement but also critical thinking, reflective awareness, and a meaningful understanding of Islamic values. This finding supports Langer's (2008) view that mindful learning develops students' awareness through reflection and contextual understanding. Similarly, Fachri et al. (2020) and Hasanuddin et al. (2025) reported that meaningful and joyful learning enhance students' motivation, participation, and conceptual understanding in Islamic Religious Education. However, this study extends previous research by demonstrating that the three principles of deep learning were implemented simultaneously throughout the learning process, resulting in a more holistic learning experience that integrates cognitive, affective, and behavioral development.

Evaluation of the Deep Learning Approach Through Mindful Principles in Islamic Learning: Evaluation based on mindful learning principles focuses on students' learning awareness through reflection, observation of attitudes, reasoning skills, and active involvement during the learning process (Nugraha & Husni, 2025). Based on observations, teachers conduct learning evaluations by observing students' activities during group discussions, presentations, and when expressing opinions during reflection activities. Teachers not only assess whether answers are correct or incorrect, but also pay attention to how students present their reasons, provide responses, and connect the learning material to their daily experiences.

During group presentations, students were seen effectively explaining their discussion results regarding a Muslim's attitude toward Allah SWT's decrees, while other groups actively provided responses and questions. This demonstrates that learning evaluation is conducted in a participatory and reflective manner. Furthermore, during the closing activity, teachers also conducted evaluation through group reflection. Students were encouraged to recall the material they had learned and then share lessons learned and attitudes that can be applied in their daily lives. These reflection activities demonstrate that evaluation is not solely oriented

toward the final learning outcome, but also toward students' awareness of the meaning of the learning they have acquired.

Thus, the learning evaluation for the "The Beauty of God's Decree" material has supported the enhancement of students' critical and reflective thinking skill/mindfull learning. Evaluation is conducted not only through written tests, but also through observation of the learning process, reflection, discussion, presentations, and assessment of students' ability to understand and internalize the values of faith in everyday life. Through this reflective and participatory evaluation, students are assessed not only on their mastery of the material but also on the awareness, meaning, and attitudes developed during the learning process.

Evaluation of the Deep Learning Approach Through Meaningful Principles in Islamic Learning: The learning evaluation of the "The Beauty of Allah's Predestination" topic in Islamic learning at Muhammadiyah 06 Elementary School, Palembang, was conducted not only to determine students' theoretical understanding of the material, but also to assess their ability to connect learning concepts to real-life experiences. Assessment based on meaningful learning principles seeks to ensuring students understand the meaning of the material contextually and apply the values learned in their lives (Anwar & Yuliansyah, 2025). Teachers conducted the evaluation through reflective question-and-answer sessions, observations of group discussions, poster project presentations, and students' ability to relate the material to their personal experiences.

During the poster presentations, students were seen to be able to explain the moral messages contained in their posters, such as the importance of patience when experiencing failure, persisting in achieving goals, and trusting in the results. This activity demonstrates that learning evaluation focuses not only on mastering the concepts of qada' and qadar, but also on understanding the meaning and application of these values in everyday life. Furthermore, based on learning documentation, teachers also conduct evaluations through questions that guide students in connecting the material to their own experiences. Students are asked to provide examples of attitudes they can adopt when facing success or failure in life. Through these activities, teachers can assess the extent to which students understand the connection between the learning material and the realities of their lives.

Evaluation of the Deep Learning Approach Through the Joyful Principle in Islamic Learning: Evaluation based on the joyful learning principle aims to determine how a fun learning environment can support students in developing a more comprehensive understanding of the material while encouraging active involvement in the learning process (Ferdino & Sirozi, 2025). Based on observations, teachers conducted evaluations by observing student engagement in educational games, group discussions, role-playing activities, and student participation in answering questions and expressing opinions in class. Teachers noted students' courage in performing, their ability to work collaboratively in groups, and their enthusiasm during the learning activities.

The evaluation stage indicates that assessment within the deep learning approach extends beyond measuring students' cognitive achievement by emphasizing reflective awareness, meaningful understanding, and active participation throughout the learning process. Teachers employed various assessment techniques, including classroom observation, reflective questioning, group discussions, project presentations, and performance assessment, enabling students to demonstrate not only what they had learned but also how they understood and applied Islamic values in everyday life. Such evaluation practices are consistent with the student-centered orientation of the deep learning approach. These findings are in agreement with Anwar and Yuliansyah, who argued that assessment in deep learning should focus on both learning outcomes and learning processes. Likewise, Nugraha and Husni, emphasized that meaningful assessment should evaluate students' ability to relate newly acquired knowledge to their prior experiences and real-life situations. However, this study contributes additional empirical evidence by demonstrating that the principles of mindful, meaningful, and joyful learning were integrated simultaneously into classroom assessment, thereby supporting students' comprehensive cognitive, affective, and reflective development.

Supporting Factors and Inhibiting Factors in the Implementation of the Deep Learning Approach in Al-Islam Learning

The implementation of the deep learning approach in Islamic teaching has been carried out through planning, implementation, and evaluation stages, integrating the principles of mindful, meaningful, and joyful learning. However, its implementation is influenced by various factors that play a role in promoting or impeding the achievement of learning goals. Therefore, identifying supporting and inhibiting factors is crucial to understanding the effectiveness concerning the implementation of deep learning practices within Islamic teaching. The supporting factors are:

First, support from school policies and leadership, particularly at Muhammadiyah 06 Elementary School in Palembang, is a strategic foundation for the successful of this. The commitment of the principal and the vice-curriculum director, who provide legitimacy, trust, and space for innovation to teachers, creates a supportive and professional academic climate. This support is not only evident in providing pedagogical freedom to design reflective, contextual, and participatory learning but is also manifested through ongoing dissemination activities, training, and forums to strengthen teacher capacity. This environment encourages increased motivation, self-confidence, and courage in teachers to develop learning methods oriented towards deep understanding and active student involvement.

Second, the availability of adequate facilities. The availability of facilities is not only facilitates the delivery of material, but also strengthens active student engagement. Instructional media facilitates the connection between abstract concepts and practical experiences encountered in everyday life, facilitating students' understanding the meaning of the material being studied. Analytical, adequate facilities contribute to the establishment of a learning environment conducive to the implementation in it. Visual media and presentation tools enable

two-way interaction, group discussions, and joint reflection. Third, the existence of workshops or training. Teacher participation in such workshops or training is one of the essential supporting factors in the utilization of the deep learning approach in schools. Through these activities, teachers gain conceptual reinforcement regarding the main pillars of mindful, meaningful, and joyful learning, as well as updated insights regarding technology-based learning innovation and character development. Workshops also provide a space for collaboration and sharing of good practices among educators. In these forums, teachers can discuss learning challenges, exchange strategies, and reflect on implementation experiences in the classroom. This process strengthens teachers' pedagogical and professional competencies, ultimately advancing the quality of the learning process.

Fourth, the support of the school's social and cultural environment is a crucial factor in the successful implementation of the deep learning approach in Islamic Religious Education at Muhammadiyah 06 Elementary School, Palembang. A religious school culture that upholds togetherness and fosters a psychologically safe atmosphere creates a conducive and open learning climate. A positive environment makes students feel valued, comfortable, and confident enough to ask questions, discuss, and express their opinions without fear of being wrong.

This strongly supports student-centered learning and emphasizes active participation, reflection, and the cultivation of critical thinking abilities. Several factors hinder including the following: First, teachers' limited understanding of how a deep learning approach can be implemented, this is one of the challenges that emerges in the process of changing the learning paradigm. Although teachers conceptually understand the importance of student-centered learning, in practice, adaptation, strengthening planning, and cultivating reflection are still necessary to ensure that learning truly encourages critical and in-depth thinking. Findings indicate that shifting from a lecture-based learning model to one based on discussion, prompting questions, and reflection requires mental readiness, pedagogical skills, and time to adapt. Therefore, implementing deep learning cannot be done instantly; it requires a shared commitment, ongoing mentoring, and a willingness on the part of teachers to continuously learn and improve their teaching practices. Therefore, this limitation is not a permanent obstacle, but rather part of the process toward more meaningful and high-quality learning.

Second, time constraints. The deep learning approach emphasizes deep thinking, discussion, reflection, and active student involvement. This process naturally requires a longer time allocation than conventional lecture-centered learning. In practice, limited learning time presents a significant challenge in implementing this approach. Conceptually, deep learning is oriented not only toward delivering material but also toward internalizing meaning. Students are given space to ask questions, discuss, express opinions, and reflect. These stages often require additional time to optimally achieve learning objectives. Third, varying student abilities present a challenge in implementing the deep learning approach at SD Muhammadiyah 06 Palembang, especially in Islamic Religious Education (PAI) learning. Differences in comprehension, courage to express opinions, motivation, and learning background require teachers to be increasingly sensitive or adaptive in

designing of learning. An approach oriented toward deep understanding cannot be applied uniformly but must consider the individual characteristics of students.

The findings indicate that the implementation of the deep learning approach in Al-Islam learning was supported by strong school leadership, adequate learning facilities, continuous teacher professional development, and a positive school culture, which collectively fostered a reflective, meaningful, and student-centered learning environment. These findings are consistent with Rusman (2025), who emphasized the role of instructional leadership in educational innovation, and Santiani (2025), who highlighted the importance of institutional support and teacher collaboration in implementing deep learning. Nevertheless, several challenges remained, including teachers' limited understanding of the deep learning approach, limited instructional time, and differences in students' learning abilities, as similarly reported by Hasanuddin et al. (2025) and Ramadhan (2025). Despite these challenges, the findings demonstrate that continuous mentoring, teacher collaboration, and strong school support can effectively address implementation barriers, highlighting the importance of systematic institutional efforts in sustaining the successful implementation of deep learning.

4. Conclusion

his study reveals that the application of the deep learning approach in Al-Islam learning at SD Muhammadiyah 06 Palembang has been carried out through the stages of planning, implementation, and evaluation by integrating the principles of mindful, meaningful, and joyful learning. In the planning stage, teachers designed learning activities and assessments that supported students' active participation and meaningful understanding. During implementation, the mindful principle was reflected in students' critical and reflective thinking processes, the meaningful principle was demonstrated by linking learning materials and students' practical experiences, and the joyful principle was evident in the creation of an engaging, interactive, and enjoyable learning environment. Furthermore, the evaluation process was conducted not only to assess students' cognitive achievement but also to examine their reflective awareness, understanding of meaning, and active involvement throughout the learning process.

The findings further indicate that several factors contribute to the successful implementation of the deep learning approach, including school leadership and policy support, adequate learning facilities, teacher participation in workshops and professional development programs, and a positive school culture. However, several challenges remain, such as teachers' varying levels of awareness of deep learning it's concepts, limited instructional time, as well as differences in students' learning abilities. Therefore, continuous professional development, effective learning management, and adaptive instructional strategies are necessary to optimize the implementation of the deep learning approach. Overall, The study highlights that deep learning can contribute to fostering students' critical thinking, meaningful understanding, and active engagement in Al-Islam learning when supported by conducive institutional and pedagogical conditions.

References

Anggara, B., Alviansyah, S., & Fauzi, M. (2022). Pengaruh Kesadaran Diri Terhadap Hasil Belajar Siswa. *Jurnal PAI Raden Fatah*, *4. No. 3*, hlm. 228.

Anggara, B., Mardeli, Cantika, D., Syarnubi, Soraya, N., Nuryanti, E., Eriyanto, & Sari, J. P. (2023). Nilai Toleransi Beragama Dalam Kitab Wasathiyyah Karya Muhammad Quraish Shihab. *Nasional Education Conference Strategies for Developing the Profile of Rahmatan Lil Alamin Students in Madrasah July 24 2023*, *1*, 90–101.

Anwar, K., & Yuliansyah, M. (2025). Pembelajaran Deep Learning Dapat Meningkatkan Penilaian Formatif dan Sumatif pada Tingkat SMP Kota Banjarmasin. *Berajah Journal*, *4*(12), 2015–2038.

Ardiana, R. N., Rizal, Pahriadi, Zulnuraini, & Lapasere, S. (2025). The Effect of Problem-Based Learning Model Assisted by Wordwall Application on Student Learning Outcomes in Grade V IPAS Subject. *Journal of Educational Sciences*, *9*(4), 2463–2472. https://doi.org/10.31258/jes.9.4.p.2463-2472

Azzahra, N. T., Ali, S. N. L., & Bakar, M. Y. A. (2025). Teori Konstruktivisme Dalam Dunia Pembelajaran. *Jurnal Ilmiah Research Student*, *2*(2), 64–75.

Azzahra, R., Ferdino, M. F., Putri, N. I., Harto, K., & Pratama, I. P. (2025). Implikasi Teori Belajar Kognitivistik Pada Pembelajaran Pendidikan Agama Islam di Jenjang Sekolah Menengah Pertama. *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman*, *15*(21), 233. https://doi.org/10.47200/ulumuddin.v15i1.2830

Bayumi. (2021). *Penerapan Model Pembelajaran Berdiferensiasi*. CV Budi Utama.

Dewi, R. K., Harjito, & Nurkolis. (2025). The Role of the School Principal as a Manager in Instilling Character Education at SD Negeri 01 Doro, Pekalongan Regency. *Journal of Educational Sciences*, *9*(6), 6160–6173. https://doi.org/10.31258/jes.9.6.p.6160-6173

Fachri, M., Wahid, A. H., & Baharun, H. (2020). Joyful Learning Berbasis Hypercontent Dalam Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Pendidikan Agama Islam (Pai) Di Sekolah. *Jurnal Edureligia*, *4*(2), 174.

Febriyanti, F. (2022). Pengawasan Kedisiplinan Peserta Didik di SMK N 1 Jejawi Kabupaten Ogan Komering Ilir. *Jurnal Visionary : Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*, *10 No. 2*, hlm. 80.

Ferdino, M. F., & Sirozi, M. (2025). Dampak Ekonomi Neoliberal terhadap Sistem dan Tata Kelola Pendidikan di Indonesia. *Jurnal Inovasi Pendidikan Dan Sains*, *6*(1), 86. https://doi.org/10.51673/jips.v6i1.2457

Hardiman, S., Nurkolis, & Kusumaningsih, W. (2025). The Role of the Principal in Developing a Literacy Culture: A Qualitative Study at SDN Brebes 09, Brebes Regency. *Journal of Educational Sciences*, *9*(6), 5708–5717. https://doi.org/10.31258/jes.9.6.p.5708-5717

Hasanuddin, M. N., Rohmad, M. A., & Wachidah, H. N. (2025). Penerapan Deep Learning dalam Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Atas Negeri. *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, *31*(2), 263.

Hidayani, E. F., Utomo, J. B., & Syah, G. R. (2025). Penerapan Mindful Learning

pada Pembentukan Karakter Kebhinekkan Global dalam Perspektif Langer. *Jurnal Transformasi Pendidikan Modern*, *6*(1), 749–755.

Khayyirah, S., Islami, N., & Zulhelmi. (2024). Effectiveness of the STAD-Type Cooperative Learning Model Assisted by Baamboozle Game to Improve Students' Cognitive Learning Outcomes. *Journal of Educational Sciences*, *8*(2), 294–301. https://doi.org/10.31258/jes.8.2.p.294-301

Laksmita, P., Dewi, A., Parmiti, D. P., Jampel, I. N., & Sanjaya, D. B. (2025). Pendekatan Filosofis dan Progresif dalam Pendidikan: Analisis Perbandingan Metode, Tujuan, dan Hasil Pembelajaran. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *8*(1), 408–415. https://doi.org/10.54371/JIIP.V8I1.6621

Langer, E. J. (2008). *Mindful Learning: Membongkar 7 Mitos Pembelajaran Yang Menyesatkan*. Erlangga.

Mu'min, W. S., Rohayani, A., & Ginanjar, W. (2025). Penerapan Pendekatan Contextual Teaching and Learning dalam Pembelajaran PAI dan Implikasinya terhadap Kemampuan Berpikir Kritis Siswa. *Epistemic: Jurnal Ilmiah Pendidikan*, *4*(1), 90–107.

Ningtiyas, A., Soraya, N., & Anggara, B. (2026). The Malay Kingdom and The Spread of Islam in Jambi. *Jurnal Konseling Pendidikan Islam*, *7*(2), 526–537. https://doi.org/10.32806/jkpi.v7i2.1343

Nisa, H. (2025). Identitas modul ajar sebagai representasi profesionalisme guru di era Kurikulum Merdekale. *Jurnal Akuntansi, Manajemen Dan Ilmu Pendidikan*, *1*(2), 1–10.

Nugraha, D., & Husni, F. A. N. (2025). Implementasi Teori Belajar Bermakna David Ausubel Dalam Pembelajaran Pendidikan Agama Islam. *Bildung : Jurnal Ilmu Pendidikan*, *1*(1), 1–10.

Nuriana, R., & Hotimah, I. H. (2023). Penerapan Meaningful Learning dalam Pembelajaran Sejarah. *JHCJ: Jambura History and Culture Journa*, *5*(2), 4.

Primaidola, & Karim, H. A. (2023). Implementasi Metode Joyfull Learning pada Pembelajaran Pendidikan Agama Islam di SD Islam Darul Makmur Sungai Rotan Batu Taba Ampek Angkek. *Jurnal Citra Pendidikan (JCP)*, *3*(4), hlm. 1594-1602.

Ramadhan, A. (2025). Pengaruh Meaningful, Joyful, dan Mindful Learning Sebagai Pilar Deep Learning terhadap Hasil Belajar: Literature Review. *JPT: Jurnal Pendidikan Tematik*, *6*(2), 152–158.

Rastiana, Salam, M. A., & Nopriani, W. (2025). Membangun Profesionalisme Guru Melalui Learning Organisation Dan Professional Learning Community. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(2), 410–417.

Rusman, R. (2025). Peranan Kepemimpinan Instruksional dalam Manajemen Pendidikan Islam. *Al-Madrasah : Jurnal Ilmu Pendidikan Madrasah Ibtidaiah*, *9*(2), 574–588.

Santiani, S. (2025). Analisis literatur: Pendekatan pembelajaran deep learning dalam pendidikan. *Jurnal Ilmiah Nusantara*, *2*(3), 50–57.

Saputra, D. W., & Hadi, M. S. (2022). Persepsi Guru Sekolah Dasar Jakarta Utara dan Kepulauan Seribu Tentang Kurikulum Merdeka. *Jurnal Ilmiah PGSD*, *6 No. 1*, hlm. 32.

Soraya, N., Anggara, B., & Zain, Z. F. S. (2026). Implementation of Piaget's Cognitive Development Theory in Learning at Modern Pesantren. *Al-Insyiroh: Jurnal Studi Keislaman*, *12*(1), 125–136.

Srihartini, Y., Noerlitasari, & Wahyudi, T. (2025). Strategi Pembelajaran Berbasis Active Learning dalam Konteks Pendidikan Agama Islam. *At-Tadris: Journal of Islamic Education*, *4*(2), 276–282.

Suryana, E., Supriadi, U., Fikri, M., Efriani, A., & Langputeh, S. (2024). Exploring memorization patterns in the Tahfidz and Tarjamah Qur'an programs. *Jurnal Pendidikan Islam*, *10*(2), 375–386.

Suwandi, & Putri, R. (2024). Inovasi Pendidikan dengan Menggunakan Model Deep Learning di Indonesia. *JPKP : Jurnal Pendidikan Kewarganegaraan Dan Politik*, *2*(2), 72.

Utami, S., Bin.M.Gagaramusu, Y., Rahmah, N., Azizah, & Nuraini. (2025). Application of Project Based Learning Model Assisted by Animated Video Media to Improve Student Learning Outcomes in Grade V Elementary School Elementary School. *Journal of Educational Sciences*, *9*(4), 1971–1980. https://doi.org/10.31258/jes.9.4.p.1971-1980

How to cite this article:

Ferdino, M. F., Harto, K., Febriyanti., Suryana, E., & Anggara, B. (2026). The Implementation of the Deep Learning Approach in Al-Islam Learning at Muhammadiyah 06 Palembang Elementary School. *Journal of Educational Sciences*, *10(7)*, 167-185.