

Deep Learning in Islamic Religious Education Learning in the Disruption Era (A Study at SMA Negeri 1 Yosowilangun)

Siti Munawaroh*, Nur Jannah

Universitas Al-Falah As-Sunniyah Jember

Email: munaw0422@gmail.com, nurjannah.2583@gmail.com

Abstract:

The era of disruption has brought significant transformations in the education sector, including in the learning of Islamic Religious Education (PAI). The decline in students' interest and understanding of PAI materials is a major issue that requires deep attention. This requires educators to not only deliver information, but also to create meaningful, fun, and deep learning experiences. This study aims to explore the application of deep learning approach in PAI learning at SMA Negeri 1 Yosowilangun, emphasizing three main pillars: mindful learning, meaningful learning, and joyful learning. The research method used is qualitative with a phenomenological approach, and data collection techniques through observation, interviews, and documentation of teachers and students. The results show that the application of deep learning has a positive impact on improving the quality of students' understanding. The learning process is conducted with awareness, relevance to daily life, and fun through the application of methods such as Project Based Learning, Inquiry Discovery, and technology integration. Thus, the deep learning approach can help create a learning atmosphere that is reflective, innovative, and adaptive to the challenges of the disruption era, as well as being able to increase student motivation and engagement in PAI learning.

Keyword : Deep Learning, Islamic Religious Education, Disruption Era.

Abstrak :

Era disrupsi telah membawa transformasi signifikan dalam sektor pendidikan, termasuk dalam pembelajaran Pendidikan Agama Islam (PAI). Menurunnya minat dan pemahaman siswa terhadap materi PAI menjadi isu utama yang memerlukan perhatian mendalam. Hal ini menuntut para pendidik untuk tidak hanya menyampaikan informasi, tetapi juga untuk menciptakan pengalaman belajar yang bermakna, menyenangkan, dan mendalam. Penelitian ini bertujuan untuk mengeksplorasi penerapan pendekatan *deep learning* dalam pembelajaran PAI di SMA Negeri 1 Yosowilangun, dengan menekankan tiga pilar utama: *mindful learning*, *meaningful learning*, dan *joyful learning*. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan fenomenologi, serta teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi terhadap guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan *deep learning* memberikan dampak positif terhadap peningkatan kualitas pemahaman siswa. Proses pembelajaran dilakukan dengan kesadaran, relevansi terhadap kehidupan sehari-hari, serta kesenangan melalui penerapan metode seperti *Project Based Learning*, *Inquiry Discovery*, dan integrasi teknologi. Dengan demikian, pendekatan *deep learning* dapat membantu menciptakan suasana

belajar yang reflektif, inovatif, dan adaptif terhadap tantangan era disrupsi, serta mampu meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran PAI.

Kata Kunci: *Deep Learning, Pendidikan Agama Islam, Era Disrupsi*

A. Introduction.

Education is an effort made consciously by each individual to achieve a better direction in life.¹ In the era of disruption, education began to experience shifts and changes rapidly and massively both from the system, administrative and technical. In this situation, the flow of technological and information developments that flow very swiftly and have a major impact on the development of industries, one of which is the education sector.² Therefore, educators who are at the forefront of education need to have the ability to adapt to various changes and advancements that occur.

The education system of this era realizes quality education with in-depth and meaningful learning according to the interests and potential of students.³ According to the 2022 Community Literacy Index (ILM) survey, the level of understanding among students in Indonesia has declined, with only 15% truly comprehending the material they have read.⁴ Therefore, education must adopt innovative approaches, one of which is by implementing deep learning in the learning process.

Deep Learning in education was first introduced by Marton and Saljo in 1976. According to them, this learning model is an approach that emphasizes understanding the meaning and comprehensive relationships between concepts. This approach aims to provide a more constructive and reflective learning paradigm.⁵ According to Fullan & Langworthy, it is learning that leverages the collaborative potential among students in the learning process, with a focus on discovering and mastering specific subject matter in order to generate new knowledge.⁶ Through this collaboration, students are not only able to understand learning content, but also to think critically, be creative, and solve problems effectively.

¹ Jannah and Umam, "Peran Orang Tua Dalam Pendidikan Karakter Berbasis Keluarga Di Masa Pandemi Covid-19."

² Radinal, "Pengembangan Kompetensi Tenaga Pendidik Di Era Disrupsi."

³ Putri et al., "Building Character Education Based On The Merdeka Curriculum Towards Society Era 5.0."

⁴ Warsito et al., "Dinamika Literasi Masyarakat Salatiga : Perbandingan Indeks Pembangunan Literasi Dan Indeks Literasi 2022."

⁵ Putri, "Inovasi Pendidikan Dengan Menggunakan Model Deep Learning Di Indonesia."

⁶ Anwar, "Pembelajaran Mendalam Untuk Membentuk Karakter Siswa Sebagai Pembelajar."

Deep learning emerges from the drive to develop higher-order thinking skills, serving as a concept that enhances individuals' abilities in a more comprehensive manner. Significant changes occurring in a short period of time give rise to new demands on individuals experiencing the revolution. These demands can be addressed through the implementation of deep learning skills. This approach is described as a structured learning activity, enabling students to become more independent in their thinking and decision-making processes. In Indonesia, the implementation of deep learning aligns with the provisions of the Independent Curriculum (Kurikulum Merdeka), which emphasizes freedom in learning and project-based learning approaches.⁷ This idea is reinforced by the statement of Mu'ti in Tempo (2024), who asserts that this approach has become an integral part of the national education system, supported by the minister's comprehensive teacher training programs. Based on a systematic analysis, deep learning in education is centered on three main pillars: mindful learning (conscious learning), meaningful learning (meaningful learning), and joyful learning (enjoyable learning).⁸

Learning can be described as the teacher's efforts to guide students through various methods and strategies in order to achieve the desired learning objectives.⁹ Another explanation states that learning activities are carried out based on two main purposes: how to change behavior and how to impart knowledge through the learning process. Meanwhile, Islamic Religious Education (PAI) consists of a series of guidance aimed at shaping individuals who are loyal, pious, morally upright, and ethical, in accordance with the teachings of Islam.¹⁰ Furthermore, the implementation of Islamic religious education is a process carried out for students to develop an understanding and examine the practices and knowledge within Islam. In this context, the main focus is on the students, as they are the ones who must achieve the learning objectives. However, the role of the teacher is crucial in guiding students to reach these goals, especially in today's disruptive era.¹¹ Through the orientation of Islamic

⁷ Sari, "Pengembangan Kurikulum Merdeka Belajar Di Sekolah Dasar Menurut Aliran Filsafat Progresivisme."

⁸ Mariana and Hula, "Application of Deep Learning in Foreign Language Learning for Boarding Students : Meaningful , Mindful , and Joyful Analysis."

⁹ Jannah, Nur, & Agus Puspita, D, "Urgensitas Penerapan Kecakapan Abad 21 Pada Pembelajaran Pendidikan Agama Islam Di Era Society 5 . 0 AL-ADABIYAH : Jurnal Pendidikan Agama Islam, Universitas Al-Falah As-Sunniah Kencong Jember Pendahuluan Penerapan Kecakapan Abad 21 Pada Pembelajaran PAI."

¹⁰ Hamid Darmadi, "Metod. Penelit. Pendidik. Dan Sos."

¹¹ Rahmadania, "PERAN PENDIDIKAN AGAMA ISLAM DALAM KELUARGA DAN MASYARAKAT Program Sarjana Pendidikan Agama Islam Fakultas Agama Islam Universitas Singaperbangsa Karawang * Corresponding Author . E-Mail : Sintarahmadania192609@gmail.Com Pendidikan Dalam Keluarga Merupaka."

religious education, society can adopt Islamic values as a guiding principle to shape individuals who are strong, independent, and possess noble character (akhlakul karimah). This approach brings positive impacts on PAI (Islamic Religious Education) learning, especially in improving the quality of education. It contributes to educational advancement by enhancing standards and fostering higher-order critical thinking skills among students.¹²

The term disruption refers to fundamental changes first introduced by Clayton M. Christensen, who defined disruption as a significant transformation that disrupts the normal operations of an industry due to technological innovation. Furthermore, this era is interpreted as a period of profound and fundamental changes occurring across various aspects of life. One of the most prominent changes happening today is the widespread adoption of digital technology systems and Artificial Intelligence (AI), which have replaced traditional methods with new, more digital-oriented approaches.¹³ Furthermore, the world of education needs to change the fixed mindset into a growth mindset that is feasible and develops in accordance with the times. This period brings various consequences, including positive impacts in the form of increased innovation in the field of education, as well as negative impacts indicated by the emergence of various changes in the existing education model.¹⁴ Therefore, deep learning supports the creation of a learning environment that optimizes students' abilities to analyze, evaluate, and construct various facts, concepts, and procedures from the knowledge they learn, especially in Islamic religious education (PAI) instruction.

From the various definitions mentioned above, it can be emphasized that Deep Learning in PAI during the disruption era raises awareness of the importance of implementing deep understanding as a driver for critical, innovative thinking and enhanced metacognitive awareness among students. Thus, applying deep learning in PAI instruction is essential in this era, aiming to produce students who not only memorize religious concepts textually but are also capable of applying Islamic values in their daily lives and adapting them to the demands of the

¹² Azis, Junanto, and Muttaqin, "Implementasi Pembelajaran PAI Dengan Pendekatan Active Deep Learner Experience (ADLX) Di SMA ABBS Surakarta Fakultas Tarbiyah , UIN Raden Mas Said Surakarta Pendahuluan Pendidikan Adalah Fondasi Utama Dalam Pembentukan Individu Dan Masyarakat , Yang Ber."

¹³ Tahun et al., "Analisis Penerapan Kecerdasan Buatan (Artificial Intelligence) Untuk Meningkatkan Keamanan Finansial Nasabah Pada Sektor Perbankan Universitas Muhammadiyah Ponorogo , Indonesia."

¹⁴ Putri Nabila et al., "Penerapan Pendidikan Manajemen Dakwah Dalam Pembelajaran Digital Di Era Milenial Guna Membangun Kemampuan Komunikasi Interpersonal."

modern world.

This study is motivated by the importance of teachers fostering deep understanding in the PAI learning process at school. Teachers need to possess the expertise to design and plan effective learning experiences, particularly by promoting continuous innovation in education.¹⁵ Eachers need to design learning experiences that harmoniously integrate the aspects of mindful, meaningful, and joyful learning, creating an environment that is both effective and enjoyable. After all, educators play a crucial role in supporting students' growth and helping them achieve their life goals to the fullest potential.¹⁶ This is the basis for the urgency of the deep learning approach in learning so that it has the potential to increase students' understanding of Islamic religious education subjects.

The research that has been conducted on deep learning in the disruption era focuses on three main discussions. First, the application of deep learning in learning.¹⁷ *Second*, the integration of the ADLX (Active Deep Learner eXperience) approach, in this research focuses on the pursuit of active and deep learning into the learning process.¹⁸ *Third*, the development of a machine learning analysis model through a deep learning approach, but in this research the focus is outside the learning context with an emphasis on utilizing the prediction and clarification process in management.¹⁹ From these studies, the exploration of the deep learning approach within the context of Islamic religious education remains relatively under-discussed, especially in relation to the three pillars: mindful learning, meaningful learning, and joyful learning. This approach is crucial to understand in the teaching and learning process, particularly for educators aiming to create a conducive and reflective learning environment.

This study aims to explore the implementation of deep learning within the context of Islamic religious education, particularly in today's rapidly advancing era. Additionally, the research focuses on understanding how this approach is applied by analyzing various learning stages implemented to avoid passive learning behaviors during the teaching and learning process. Monotonous teaching methods can lead to

¹⁵ Paywala and Wulandari, "Pembelajaran Seumur Hidup Di Abad 21 Untuk Menghadapi Era Disrupsi."

¹⁶ Kafi and Ritonga, "Keterampilan Dasar Guru Dalam Pembelajaran Pendidikan Agama Islam."

¹⁷ Raup et al., "Deep Learning Dan Penerapannya Dalam Pembelajaran."

¹⁸ Alqarny and Mujiburrohman, "Desain Kurikulum Terpadu Dengan Pendekatan ADLX (Active Deep Learner EXperience)."

¹⁹ Yenila, Marfalino, and Defit, "Model Analisis Machine Learning Dengan Pendekatan Deep Learning Dalam Penentuan Kolektabilitas."

difficulties and boredom among students in comprehending the subject matter.²⁰ This research is expected to make an academic contribution and produce practical impacts that can deepen understanding, especially in the context of learning Islam religious education.

B. Method.

This research uses a qualitative approach of phenomenology type, to explore and describe the essence of social phenomena experienced by several individuals with existing data. This approach aims to explore and describe by looking at teachers' readiness to apply deep learning in essential PAI learning in the era of disruption. The SMA Negeri 1 Yosowilangun institution seeks to improve the quality of learning by applying a deep learning approach that adapts to the times.

Data collection in this study was conducted through observation, interviews, and documentation.²¹ Participatory observation is conducted by directly engaging in the field and documenting the activity, to present evidence of in-depth information about deep learning. Meanwhile, data extraction is obtained from two data, namely primary data through interviews with PAI teachers and students of SMA Negeri 1 Yosowilangun to provide information about deep learning and secondary data through journals and books as needed by researchers. Data analysis techniques use data reduction, data presentation, and conclusion drawing.²² After these stages are carried out, data validity is then tested through data triangulation by combining data from various sources, methods and theories.²³

C. Results and Discussion

Based on the data obtained through observations, interviews and documentation on PAI learning at SMA Negeri 1 Yosowilangun, it can be seen that the school has implemented in-depth learning in accordance with the three pillars related to mindful learning, meaningful learning and joyful learning..

Mindful Learning

One of the key components of Deep Learning is Mindful Learning ,

²⁰ Jailani, Wibowo, and Fatimah, "Pengembangan Materi Pembelajaran Pendidikan Agama Islam: Implikasinya Terhadap Pendidikan Islam."

²¹ Burhan Bungin, *PENELITIAN KUALITATIF*.

²² John W. Creswell, *Penelitian Kualitatif & Desain Riset*.

²³ Lexy J. Moleong, *Metode Penelitian Kualitatif*.

a learning process in which students participate with full awareness, concentration, and active engagement in the material they are studying. This concept implements an appropriate learning model to create meaningful learning experiences. From these learning outcomes, a mindful and conscious educational process can emerge, establishing a strong connection with the ontological, axiological, and epistemological dimensions inherent in the learning process. However, to achieve this success, several key elements are required to support Deep Learning , namely: (1) Metacognitive awareness is the ability that trains students to recognize how they learn, enabling them to identify and modify ineffective thinking patterns, (2) Reflection and meaning-making provide students with the opportunity to reflect on the learning process, connect it with personal experiences, and apply it within the context of everyday life, (3) Emotional regulation teaches students to recognize, accept, and manage their emotions when facing challenges in learning, while interdisciplinary connections encourage students to understand the relationships between existing concepts across different disciplines.

Mindful Learning in PAI at SMA Negeri 1 Yosowilangun focuses on developing students' awareness of their learning process, emotions, and environment. Learning that emphasizes full awareness can serve as an effective strategy to enhance students' emotional regulation, especially in facing various challenges in this disruptive era. As a result, it is expected to improve the quality of education by engaging students more fully, enabling them to be more productive and effective in the learning process.



Figure 1

Based on interviews with PAI teachers at SMA Negeri 1 Yosowilangun, the implementation of Mindful Learning can be carried out through the introduction of various models and methods in the teaching and learning process. This approach aligns with the principles of deep learning, enabling students to manage stress, improve concentration, and develop emotional regulation skills. Therefore, the variety of models and methods applied by teachers plays an important role in enhancing students' understanding and deep internalization of knowledge.

The PAI teachers at SMA Negeri 1 Yosowilangun emphasize

raising students' awareness by aligning the learning material with their needs. This insight was obtained from interviews with Mrs. Kayyum, a PAI teacher for grade 11, and Mrs. Lestari, who teaches grades 10 and 12. They explained that various teaching methods are applied depending on the topic being taught, and one of the most commonly used approaches is Project-Based Learning (PjBL) . This approach emphasizes responsibility for the answers students provide and helps them understand the subject matter more deeply.²⁴ Thus, by using this project-based approach, students are able to learn by carefully processing information, paying attention to details, and engaging in full awareness throughout the learning process.

Structure of Project-Based Learning (PjBL) Implementation in Learning, as follows:

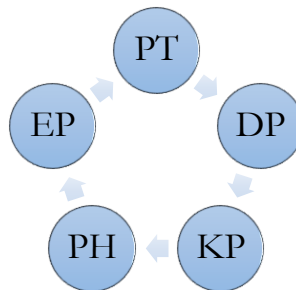


Figure 2

From the illustration above, if PjBL is implemented effectively and clearly in the learning process, it will provide the following benefits.²⁵ :

- a. *Increased motivation*, implementing project-based learning can enhance students' learning motivation and spark enthusiasm in the learning process.
- b. *Increased problem-solving*, students become more active and successful in solving complex, real-world problems through hands-on, inquiry-based learning experiences.
- c. *Improved library research skills*, students are able to access information more quickly and effectively through various information sources, enhancing their ability to conduct research and process knowledge independently.
- d. *Increased collaboration*, enhancing group cooperation in projects can be cooperative, student evaluation, and exchanges.
- e. *Increased resource-management skills*, if project-based learning is

²⁴ Hana et al., "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Materi Komposisi Fungsi Program Studi Pendidikan Matematika , Fakultas Keguruan Dan Ilmu Pendidikan , Universitas Kristen Wira Wacana Sumba Latar Belak."

²⁵ Yusika and Turdjai, "PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK (PjBL) UNTUK MENINGKATKAN KREATIVITAS SISWA."

implemented properly, it will have a positive impact on students in terms of learning and practice in managing projects.

In its implementation, the project-based learning model at SMA Negeri 1 Yosowilangun does not merely focus on carrying out projects. Instead, this approach aims to transform students from passive listeners into active participants in the learning process.²⁶ Based on the interview with Mrs. Lestari, an Islamic Religious Education (PAI) teacher, the implementation of project-based learning allows students to participate actively in the learning process. This is particularly relevant in the context of Islamic religious education, which has traditionally relied heavily on lecture-based methods. Through project-based and group-based learning approaches, students are able to learn more mindfully and engage actively in their education. Additionally, Mrs. Kayyum explained that student participation levels have improved significantly; explaining PAI material through project-based methods in the classroom has led to a noticeable increase in student involvement and engagement.

One of the unique aspects of this study is that, after completing the projects assigned by the teacher, students are given the opportunity to upload their work to social media platforms. The use of social media and the internet allows these works to not only benefit the students themselves but also attract the attention of others and contribute to broader public literacy engagement.

Meaningful Learning

Meaningful learning is an approach that actively involves students in the learning process, enabling them to understand the material deeply, critically, and reflectively. This approach emphasizes full engagement in the learning experience, encouraging students' focus and concentration to enhance their comprehension and internalization of the subject matter.²⁷ It is expected that students' high awareness in the learning process will foster a greater sense of curiosity. The development of curiosity toward the subject matter encourages students to participate actively in learning activities, making the learning experience more engaging and meaningful.²⁸ Through this approach, students are expected to engage all their senses in the learning process. In turn, active learning encourages students not only to acquire knowledge as mere numbers or facts on paper, but to gain something valuable, meaningful, and relevant to their lives.

²⁶ Emira Hayatina Ramadhan and Hindun Hindun, "Penerapan Model Pembelajaran Berbasis Proyek Untuk Membantu Siswa Berpikir Kreatif."

²⁷ Mohd Zawawi and Mohamad Judi, "Model of Meaningful Learning Using Social Media in Higher Education Institution."

²⁸ Ridwan and Mustofa, "Penerapan Metode Diskusi Dalam Meningkatkan Semangat Belajar Pada Mata Pelajaran Pendidikan Agama Islam Di SDN Plawad 04."

Meaningful learning plays a crucial role in deep learning, as it allows students to experience knowledge not merely as numbers or facts written on paper, but as something valuable and relevant to their lives. Student engagement in the learning process contributes to increased interest and motivation in learning, making the educational experience more impactful and lasting.²⁹ In line with the statement from Mrs. Kayyum, an 11th-grade PAI teacher, involving students in the learning process is essential. This involvement helps prevent boredom and mental fatigue, which can hinder their understanding of the material being taught.

Meaningful learning can be achieved when the material taught is relevant to students' needs and is supported by the appropriate application of teaching models. The following are the steps to achieve meaningful learning.³⁰ :

- a. Accepting students in all their conditions,
- b. Recognizing and developing students through self-discovery,
- c. Striving to provide accessible learning resources for students,
- d. Emphasizing the importance of independent approaches and giving students the opportunity to take responsibility for achieving their learning goals.

In accordance with this statement, the results of an interview with Mr. Abdul Muis as a PAI teacher in grades 10 and 12 stated that the application of learning with an inquiry discovery approach can realize more meaningful and critical and active learning for students. Through an interesting approach and active participation of students, this learning approach that emphasizes questions, exploration and search for knowledge can realize students' problem-solving and intellectual abilities.

According to explanations from PAI teachers at SMA Negeri 1 Yosowilangun, a meaningful approach to learning can serve as one of the key solutions for developing students' potential. Students who are still uncertain about their interests and experiences become better able to express themselves through a deeper and more engaging learning process. This is because the meaningful learning approach is designed to help students develop a deeper understanding and apply their knowledge in real-life contexts. This aligns with the results of interviews conducted with 10th and 11th-grade students, who stated that what they learn is relevant to their lives, as it connects with their personal interests and

²⁹ Lestari, "Penerapan Model Pembelajaran Meaningful Instructional Design Dalam Rangka Meningkatkan Minat Belajar Peserta Didik Dalam Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK) Di Kelas XI IPA-4 MAN 3 Kota Padang Erlinawati."

³⁰ Azizah, "Strategi Meaningfull Learning Dalam Proses Belajar Mengajar Pendidikan Agama Islam."

experiences.

From the results of the interview with Mrs. Kayyum as the PAI teacher revealed that instead of just explaining the chapter on shame and zuhud, the teacher invites students to relate or tell about daily life activities such as avoiding dating and staying away from zuhud. By providing real examples, students more easily understand the practical application of the material they learn.

It is known that in learning with constructivism basically gives freedom to learners to describe, analyze, and provide interpretations of the knowledge they acquire.³¹ Such a connection can certainly increase students' learning motivation, because the knowledge they already have will be well appreciated in the education process.³² One of the impacts of PAI teachers in SMA Negeri 1 Yosowilangun involving these students is that it can create a positive impact and encourage students to be more active and creative, as well as being able to apply important values in everyday life.

Joyful Learning

The meaning of "joyful" is not usually used in technical terms, but rather focuses on the experience or atmosphere of fun that can be felt when using deep learning approaches. Joyful learning is an approach that creates educational standards, not only focusing on achieving better learning outcomes, but also more importantly fostering a passion for learning among students by integrating elements of play in the learning process.³³ In this context, joyful learning has a strong connection with the ontology, axiology and epistemology that form the basis for joyful learning experiences.

From an ontological perspective, this approach relates the material in a constructive and innovative way, (2) In the aspect of axiology, joyful learning provides significant value in enhancing students' intrinsic motivation to contribute to their emotional well-being, (3) While the realm of epistemology, joyful learning is seen as fun and energetic. Broaden and Build theory states that positive emotions such as happiness, can expand an individual's attention and thinking which ultimately contributes to the development of cognitive and social resources.³⁴

Based on observation results, joyful learning can be seen in the use of gamification implemented by teachers at SMA Negeri 1 Yosowilangun to create a more enjoyable and engaging classroom atmosphere. This

³¹ Nuriana and Hotimah, "Penerapan Meaningful Learning Dalam Pembelajaran Sejarah."

³² Mulyani et al., "Model Meaningful Learning Untuk Meningkatkan Kreativitas Pada Pembelajaran Menulis Cerita."

³³ Ummah, "Joyful Teaching and Learning in the Primary School."

³⁴ Fredrickson, "The Broaden-and-Build Theory of Positive Emotions."

approach encourages students to be more enthusiastic about learning. Student understanding shows more significant improvement when the learning process is integrated with games, compared to traditional methods that do not incorporate game elements.³⁵ Therefore, the use of games in the learning process can serve as a foundation for developing engaging and joyful learning strategies.

The results of the interview with Mr. Abdul Muis, related to learning strategies to make it fun, one of which is by applying the time game tournament (TGT). TGT is a learning model that places students in small groups consisting of several individuals with varying levels of ability, the learning process begins with an explanation of the learning objectives, followed by discussion and tournament activities between groups.³⁶ Therefore, this learning model can realize fun learning because it is related to social interaction, motivation and also realize active learning.

The interview with Mrs. Lestari related to how to implement PAI learning with fun in grades 10 and 12, namely by using several models in learning including snowball throwing and rotating roles. In its implementation, the game learning model not only aims to involve students, but also helps them understand and practice Islamic values effectively.³⁷ Nevertheless, in its implementation, joyful learning is only applied to some sub-materials.

The joyful learning strategy as an innovative approach involves increasing learner motivation, engagement in learning, and meaningful mastery of concepts.

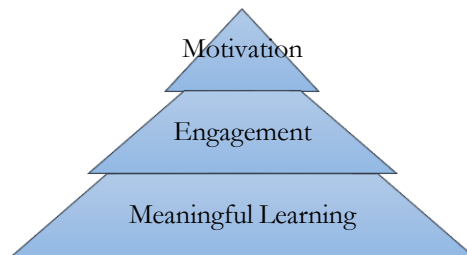


Figure 3

Based on the picture above, it can be concluded that there are several stages that need to be passed in the learning process. This will help teachers as educators to be better prepared in designing learning models that are appropriate and needed by students, according to the sub-material to be conveyed.

³⁵ Hidayatulloh, Praherdhiono, and Wedi, "Pengaruh Game Pembelajaran Terhadap Peningkatan Hasil Belajar Pemahaman Ilmu Pengetahuan Alam."

³⁶ Fauzi and Masrupah, "Pengaruh Model Pembelajaran Kooperatif Tipe Team Games Tournament (TGT) Terhadap Hasil Belajar Siswa."

³⁷ Mahmudi and Arief, "Strategi Joyful Learning Dalam Meningkatkan Motivasi , Keterlibatan Dan Pemahaman Konsep Peserta Didik Pada Pembelajaran Pendidikan Agama Islam."

Based on the interview with Mrs. Kayyum, an PAI teacher, she stated that through direct practical learning or discovery learning, students not only gain a better understanding of topics such as marriage but also experience joy because the learning process is not solely reliant on verbal explanations. Discovery learning is a teaching model in which students actively and independently explore and discover information on their own.³⁸ In line with the results of interviews with students that they enjoy learning more if the use of gamification is inserted in it. Through the joyful approach in PAI learning at SMA Negeri 1 Yosowilangun, it has been implemented optimally. So that students can collaborate and express their creativity while understanding scientific concepts that are more interesting and fun.

D. Conclusion.

The implementation of the deep learning approach in Islamic Religious Education (PAI) at SMA Negeri 1 Yosowilangun demonstrates its effectiveness in enhancing students' deep and meaningful understanding. This approach is built upon three core pillars: mindful learning, meaningful learning, and joyful learning, which work together to create a reflective, engaging, and contextual learning experience. The findings of this study align with the research objective, which was to identify teaching models or methods that go beyond mere knowledge transfer, aiming instead to shape attitudes and develop higher-order thinking skills among students in the disruption era. Through strategies such as Project Based Learning, Inquiry Discovery, and technology integration, students become more active, critical, and creative in understanding the values of Islamic teachings. The practical implication of this research is that the application of deep learning in SMA Negeri 1 Yosowilangun in the era of disruption can bring about a transformation of learning that is more effective, personalized, and responsive to students' needs, while preparing them to face the challenges of an increasingly complex and rapidly changing world. The application of deep learning enriches the scientific treasure in Islamic education, especially regarding the integration of modern learning models based on deep learning into PAI learning.

E. References.

Alqarny, Ficky Uwais, and Mujiburrohman. "Desain Kurikulum Terpadu Dengan Pendekatan ADLX (Active Deep Learner EXperience)." *Didaktika: Jurnal Kependidikan* 12, no. 4 (2023): 719–30.

³⁸ Ekaputra, "Efektivitas Penerapan Model Pembelajaran Praktikum Dengan Model Discovery Learning Dalam Meningkatkan Kemampuan Kolaborasi Dan Kreativitas Mahasiswa."

- <https://www.jurnaldidaktika.org/contents/article/view/290>.
- Anwar, Moh Khoerul. "Pembelajaran Mendalam Untuk Membentuk Karakter Siswa Sebagai Pembelajar." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 2, no. 2 (2017): 97. <https://doi.org/10.24042/tadris.v2i2.1559>.
- Azis, Abd, Subar Junanto, and Zaenal Muttaqin. "Implementasi Pembelajaran PAI Dengan Pendekatan Active Deep Learner Experience (ADLX) Di SMA ABBS Surakarta Fakultas Tarbiyah , UIN Raden Mas Said Surakarta Pendahuluan Pendidikan Adalah Fondasi Utama Dalam Pembentukan Individu Dan Masyarakat , Yang Ber" 11, no. 2 (2025): 39–49.
- Azizah, Fatiya Nur. "Strategi Meaningfull Learning Dalam Proses Belajar Mengajar Pendidikan Agama Islam." *Journal of Islamic Education Research* 1, no. 3 (2020): 215–24.
- Burhan Bungin. *PENELITIAN KUALITATIF*. Edisi keti. Surabaya: kencana, 2021.
- Ekaputra, Firdiawan. "Efektivitas Penerapan Model Pembelajaran Praktikum Dengan Model Discovery Learning Dalam Meningkatkan Kemampuan Kolaborasi Dan Kreativitas Mahasiswa." *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan* 14, no. 3 (2023): 238–42. <http://journal.ummat.ac.id/index.php/paedagoria>.
- Emira Hayatina Ramadhan, and Hindun Hindun. "Penerapan Model Pembelajaran Berbasis Proyek Untuk Membantu Siswa Berpikir Kreatif." *Protasis: Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya* 2, no. 2 (2023): 43–54. <https://doi.org/10.55606/protasis.v2i2.98>.
- Fauzi, Akhmad, and Syiriful Masrupah. "Pengaruh Model Pembelajaran Kooperatif Tipe Team Games Tournament (TGT) Terhadap Hasil Belajar Siswa." *Ngaos: Jurnal Pendidikan Dan Pembelajaran* 2, no. 1 (2024): 10–20. <https://doi.org/10.59373/ngaos.v2i1.7>.
- Fredrickson, Barbara L. "The Broaden-and-Build Theory of Positive Emotions." *Philosophical Transactions of the Royal Society B: Biological Sciences* 359, no. 1449 (2004): 1367–77. <https://doi.org/10.1098/rstb.2004.1512>.
- Hamid Darmadi. "Metode Penelitian Pendidikan Dan Sosial." *Metode Penelitian Pendidikan Dan Sosial* 2 (2013): 206–29.
- Hana, Delia Wori, Yuliana Tamu, Ina Nuhamara, and Erwin Randjawali. "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Materi Komposisi Fungsi Program Studi Pendidikan Matematika , Fakultas Keguruan Dan Ilmu Pendidikan , Universitas Kristen Wira Wacana Sumba Latar Belakang" 01, no. 01 (2023).
- Hidayatulloh, Syarif, Henry Praherdhiono, and Agus Wedi. "Pengaruh Game Pembelajaran Terhadap Peningkatan Hasil Belajar Pemahaman Ilmu Pengetahuan Alam." *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 2 (2020): 199–206. <https://doi.org/10.17977/um038v3i22020p199>.
- Ijah Bahujah, Aghniawati Ahmad. "PENDIDIKAN BERBASIS MINDFUL DALAM

- STUDI ISLAM :” 5, no. 2 (2024): 76–82.
<https://doi.org/10.58773/alnaqdu.v5i2.363>.
- Jailani, Mohammad, Hendro Wibowo, and Siti Fatimah. “Pengembangan Materi Pembelajaran Pendidikan Agama Islam: Implikasinya Terhadap Pendidikan Islam.” *Al-Idarah: Jurnal Kependidikan Islam* 11, no. 1 (2021): 145.
- Jannah, Nur, & Agus Puspita, D, MQ. Dhevin. “Urgensitas Penerapan Kecakapan Abad 21 Pada Pembelajaran Pendidikan Agama Islam Di Era Society 5 . 0 AL-ADABIYAH : Jurnal Pendidikan Agama Islam, Universitas Al-Falah As-Sunniah Kencong Jember Pendahuluan Penerapan Kecakapan Abad 21 Pada Pembelajaran PAI” 4, no. 2 (2023): 313–29.
<https://doi.org/10.35719/adabiyah.v4i2.764>.
- Jannah, Nur, and Khairul Umam. “Peran Orang Tua Dalam Pendidikan Karakter Berbasis Keluarga Di Masa Pandemi Covid-19.” *FALASIFA : Jurnal Studi Keislaman* 12, no. 1 (2021): 95–115.
<https://doi.org/10.36835/falasifa.v12i1.460>.
- John W. Creswell. *Penelitian Kualitatif & Desain Riset*. Edited by Saifudin Zuhri Qudsy. 3rd ed. Yogyakarta: SAGE, 2023.
- Kafi, Luaiyinnandiful, and Asnil Aida Ritonga. “Keterampilan Dasar Guru Dalam Pembelajaran Pendidikan Agama Islam.” *Risalah: Jurnal Pendidikan Dan Studi Islam* 9, no. 2 (2023): 576–85.
https://doi.org/10.31943/jurnal_risalah.v9i2.573.
- Kholifah Al Marah Hafidzhoh, Nisa Nadia Madani, Zahra Aulia, and Dede Setiabudi. “Belajar Bermakna (Meaningful Learning) Pada Pembelajaran Tematik.” *Student Scientific Creativity Journal* 1, no. 1 (2023): 390–97.
<https://doi.org/10.55606/sscj-amik.v1i1.1142>.
- Lestari, Sevi. “Penerapan Model Pembelajaran Meaningful Instructional Design Dalam Rangka Meningkatkan Minat Belajar Peserta Didik Dalam Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK) Di Kelas XI IPA-4 MAN 3 Kota Padang Erlinawati.” *Jurnal Pendidikan Dan Konseling* 4 (2022): 1349–58.
- Lexy J. Moleong. *Metode Penelitian Kualitatif*. 30th ed. Bandung: PT Remaja Rosdakarya, 2012.
- Mahmudi, Muhammad Barry, and Asmaiwy Arief. “Strategi Joyful Learning Dalam Meningkatkan Motivasi , Keterlibatan Dan Pemahaman Konsep Peserta Didik Pada Pembelajaran Pendidikan Agama Islam” 3 (2025): 96–103.
- Mariana, Ana, and Ibnu Rawandhy N Hula. “Application of Deep Learning in Foreign Language Learning for Boarding Students : Meaningful , Mindful , and Joyful Analysis,” n.d.
- Mohd Zawawi, Nurul Shakirah, and Hairulliza Mohamad Judi. “Model of Meaningful Learning Using Social Media in Higher Education Institution.” *Asia-Pacific Journal of Information Technology & Multimedia* 09, no. 02

- (2020): 1–25. <https://doi.org/10.17576/apjitm-2020-0902-06>.
- Mulyani, Ani Sri, Mohamad Yudiyanto, Ayuni Sabirin, Stai Sabili, and Bandung Abstract. “Model Meaningful Learning Untuk Meningkatkan Kreativitas Pada Pembelajaran Menulis Cerita.” *Jurnal Ilmiah Wahana Pendidikan*, Oktober 2023, no. 19 (2023): 1006–18.
- Nuriana, Rina, and Iis Husnul Hotimah. “Penerapan Meaningful Learning Dalam Pembelajaran Sejarah.” *Jambura History and Culture Journal* 5, no. 1 (2023): 1–15. <https://doi.org/10.37905/jhcj.v5i2.20479>.
- Paywala, Remond Joey, and Dwi Wulandari. “Pembelajaran Seumur Hidup Di Abad 21 Untuk Menghadapi Era Disrupsi.” *EKSPOSE: Jurnal Penelitian Hukum Dan Pendidikan* 20, no. 2 (2021): 1215–22. <https://mail.jurnal.iain-bone.ac.id/index.php/ekspose/article/view/1375%0Ahttps://mail.jurnal.iain-bone.ac.id/index.php/ekspose/article/download/1375/1108>.
- Putri Nabila, Rahmah Rihhadatul ‘Aisy, Sifa Qorita Aeni, and Meity Suryandari. “Penerapan Pendidikan Manajemen Dakwah Dalam Pembelajaran Digital Di Era Milenial Guna Membangun Kemampuan Komunikasi Interpersonal.” *Student Scientific Creativity Journal* 1, no. 1 (2023): 362–68. <https://doi.org/10.55606/sscj-amik.v1i1.1134>.
- Putri, Riska. “Inovasi Pendidikan Dengan Menggunakan Model Deep Learning Di Indonesia” 2, no. 2 (2024): 69–77.
- Putri, Sistia Nikmah, Eka Setiani, Fatimah Sandy, and Dan Muhammad Al Fath. “Building Character Education Based On The Merdeka Curriculum Towards Society Era 5.0.” *Pedagogik: Jurnal Pendidikan* 18, no. 2 (2023): 194–201. <https://app.dimensions.ai/details/publication/pub.1166945052%0Ahttps://journal.umpr.ac.id/index.php/pedagogik/article/download/5557/3493>.
- Radinal, Willy. “Pengembangan Kompetensi Tenaga Pendidik DI Era Disrupsi.” *Jurnal An-Nur* 1, no. 1 (2021): 9–22.
- Rahmadania, Sinta. “PERAN PENDIDIKAN AGAMA ISLAM DALAM KELUARGA DAN MASYARAKAT Program Sarjana Pendidikan Agama Islam Fakultas Agama Islam Universitas Singaperbangsa Karawang * Corresponding Author . E-Mail : Sintarahmadania192609@gmail.Com Pendidikan Dalam Keluarga Merupaka.” *Edumaspul* 5, no. 2 (2021): 221–26.
- Raup, Abdul, Wawan Ridwan, Yayah Khoeriyah, Supiana Supiana, and Qiqi Yuliati Zaqiah. “Deep Learning Dan Penerapannya Dalam Pembelajaran.” *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 9 (2022): 3258–67. <https://doi.org/10.54371/jiip.v5i9.805>.
- Ridwan, Ahmad, and Taufik Mustofa. “Penerapan Metode Diskusi Dalam Meningkatkan Semangat Belajar Pada Mata Pelajaran Pendidikan Agama Islam Di SDN Plawad 04.” *Ansiru Pai*, 2023, 276–83.
- Sari, Herlini Puspika. “Pengembangan Kurikulum Merdeka Belajar Di Sekolah Dasar Menurut Aliran Filsafat Progresivisme.” *El-Ibtidaiy: Journal of Primary Education* 06, no. 02 (2023): 1–11.

- Tahun, Nomor, Rizki Listyono Putro, Titi Rapini, Umi Farida, Alamat Jl, Budi Utomo, Kabupaten Ponorogo, and Jawa Timur. "Analisis Penerapan Kecerdasan Buatan (Artificial Intelligence) Untuk Meningkatkan Keamanan Finansial Nasabah Pada Sektor Perbankan Universitas Muhammadiyah Ponorogo , Indonesia," 2025.
- Ummah, Masfi Sya'fiatul. "Joyful Teaching and Learning in the Primary School." *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.
- Warsito, Budi, Harjum Muharam, Arief Rachman Hakim, and Endang Fatmawati. "Dinamika Literasi Masyarakat Salatiga: Perbandingan Indeks Pembangunan Literasi Dan Indeks Literasi 2022." *Media Pustakawan* 30, no. 1 (2023): 93–105. <https://doi.org/10.37014/medpus.v30i1.4744>.
- Yenila, Firna, Hari Marfalino, and Sarjon Defit. "Model Analisis Machine Learning Dengan Pendekatan Deep Learning Dalam Penentuan Kolektabilitas." *JST (Jurnal Sains Dan Teknologi)* 12, no. 2 (2023): 403–14. <https://doi.org/10.23887/jstundiksha.v12i2.54035>.
- Yusika, Ivy, and Turdjai Turdjai. "PENERAPAN MODEL PEMBELAJARAN BERBASIS PROYEK (PjBL) UNTUK MENINGKATKAN KREATIVITAS SISWA." *Diadik: Jurnal Ilmiah Teknologi Pendidikan* 11, no. 1 (2021): 17–25. <https://doi.org/10.33369/diadik.v11i1.18365>.