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# Deep Learning Approach in Islamic Religious Education Learning at SMAN 4 Mataram

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**Abstract**

*This study aims to describe and analyze the application of the deep learning approach in Islamic Religious Education (PAI) learning at SMAN 4 Mataram. This research is motivated by the demands of 21st-century learning that emphasizes meaningful, reflective learning, and is oriented towards developing students' critical thinking skills. In practice, PAI learning in schools still tends to be conventional and oriented towards memorizing material, so a learning approach is needed that can internalize Islamic values contextually in students' lives. This study uses a qualitative approach with field research. The research data sources consist of primary and secondary data. Primary data were obtained through interviews with Islamic Religious Education teachers, students, and the principal, while secondary data were obtained through school documents, learning modules, and archives of learning activities. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis used the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing, while data validity testing was carried out through source triangulation, technical triangulation, and member checking. The results of the study indicate that the implementation of the deep learning approach in Islamic Religious Education (PAI) learning at SMAN 4 Mataram is carried out through learning planning that emphasizes active student involvement, the implementation of group discussion-based learning, case studies, reflective learning, problem-solving, and the use of digital learning*



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*media. Learning evaluation is carried out not only through written tests, but also through reflective assessments and observations of student attitudes. Supporting factors for the implementation of deep learning include teacher competence, school support, the availability of facilities and infrastructure, and student enthusiasm. Inhibiting factors include limited learning time, diverse student abilities, and limited learning media. This study concludes that the deep learning approach in Islamic Religious Education (PAI) learning is able to create a more active, contextual, and meaningful learning process so that it can improve critical thinking skills and internalize Islamic values in students.*

**Keywords: Deep Learning, Islamic Religious Education, Meaningful Learning, Critical Thinking, Reflective Learning.**

## INTRODUCTION

The changing paradigm of 21st-century education demands a learning process that is no longer oriented toward superficial mastery of material, but rather toward in-depth learning that fosters students' critical, reflective, creative, and contextual thinking skills. In the context of national education, the in-depth learning approach is one direction of educational transformation relevant to the implementation of the Independent Curriculum because it emphasizes meaningful, participatory, and student-centered learning experiences. Learning is not simply about transferring knowledge; it must also build students' awareness in understanding the meaning of the material and connecting it to the realities of social life. This condition is especially important in Islamic Religious Education (PAI) learning, because the substance of religious education is not only related to cognitive aspects but also concerns the formation of students' character, morals, and religious behavior in everyday life. The deep learning approach is seen as capable of meeting these needs through a learning process that emphasizes in-depth understanding, reflection, and internalization of Islamic values. This aligns with the findings of a study by Achmad Saifu Dzulfiqar and Azah Zakiyatul Miskiyah (2026), which stated that a deep learning approach in Islamic Religious Education (PAI) can shift the learning paradigm from mere memorization to in-depth understanding and internalization of religious values.

In practice, Islamic Religious Education (ISE) instruction in secondary schools still faces a number of complex issues. The learning process often takes place conventionally through lectures and assignments that focus solely on cognitive achievement. Students tend to be directed to memorize concepts, propositions, and religious material without adequate space for critical



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reflection on the meaning of Islamic teachings in their social lives. As a result, Islamic Religious Education (ISE) learning has not fully developed a deep and contextual religious awareness in students. This situation also impacts students' low level of active engagement in the learning process and the underdevelopment of critical thinking and problem-solving skills based on Islamic values. Research by Nayla Nur Rahmawati et al. (2026) shows that implementing a deep learning approach in Islamic Religious Education (ISE) learning can improve students' critical thinking skills through active, reflective, and meaningful learning activities.

This phenomenon becomes even more relevant when linked to the social developments of a digital society, which pose various moral and spiritual challenges for the younger generation. Today's students live amidst the rapid flow of information, social media culture, and changing patterns of social interaction that influence their thinking and behavior. In such a situation, Islamic Religious Education (PAI) learning is required to be a means of adaptive and contextual character development so that students not only understand religious teachings textually but also apply them in real life. Therefore, an in-depth learning approach is crucial because it can help students connect religious material with everyday life experiences, social issues, and moral decision-making. Research by Siti Rabiatul Aliyah, Nuni Norlianti, and Mukmin (2025) explains that a deep learning-based PAI learning model is highly relevant in shaping student character and enhancing reflective skills and contextual understanding of religion.

On the other hand, implementing a deep learning approach in Islamic Religious Education (PAI) learning also faces challenges in terms of teacher preparedness, learning strategies, and the learning culture in schools. Teachers are required not only to master the teaching material but also to be able to design active, collaborative, problem-based, and reflective learning. Deep learning requires teacher creativity in developing learning methods that enable students to engage emotionally, intellectually, and spiritually throughout the learning process. Furthermore, a supportive school environment and academic culture are also crucial factors in the successful implementation of this approach. Research by Maula Devina Yahya et al. (2026) shows that the successful implementation of deep learning in Islamic Religious Education (PAI) is influenced by learning planning, implementation strategies, and evaluations that support the development of students' critical thinking skills.

SMAN 4 Mataram, a high school in Mataram City, has interesting social and academic characteristics to study in the context of implementing deep learning in Islamic Religious Education (PAI). Based on initial observations, Islamic Religious Education (PAI) teachers at the school have strived to implement more active and meaningful learning through discussion,


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reflection, problem-solving, and linking the material to students' daily lives. These efforts demonstrate a transformation in the learning approach from conventional patterns to more participatory and contextual learning. Furthermore, the diverse backgrounds of students and the social dynamics of urban communities in Mataram City provide a relevant context for examining the implementation of deep learning in Islamic Religious Education (PAI). Thus, SMAN 4 Mataram is seen as having the potential to become a field research location that can provide an empirical picture of in-depth learning practices in Islamic religious education.

Several previous studies have discussed the deep learning approach in Islamic Religious Education (PAI) teaching, but most have focused on conceptual studies and literature reviews. For example, the research by Achmad Saifu Dzulfiqar and Azah Zakiyatul Miskiyah (2026) focused on analyzing the literature on the transformation of Islamic Religious Education (PAI) learning based on deep learning. Meanwhile, the research by Firdaus Adila Sera and Rafi Shidqi (2026) also focused on the conceptual model of deep learning-based PAI learning through a literature review. Empirical research related to the implementation of this approach in the high school context, particularly in the West Nusa Tenggara region, is still relatively limited. Furthermore, there are few studies that have in-depth examined the experiences of teachers and students in implementing deep learning in Islamic Religious Education (PAI) subjects in public schools. This research gap highlights the need for field studies using a qualitative approach to gain a more comprehensive understanding of the practices, challenges, and significance of implementing deep learning in PAI learning.

Based on this description, this study aims to describe and analyze the deep learning approach in Islamic Religious Education (PAI) teaching at SMAN 4 Mataram. This research is expected to provide new insights into the implementation of in-depth learning in the context of Islamic religious education in high schools, particularly regarding teacher strategies, student learning experiences, and factors that support and hinder its implementation. Theoretically, this research is expected to enrich scientific studies on innovations in deep learning-based Islamic Religious Education (PAI) learning. Practically, the results of this study are expected to serve as evaluation materials and references for teachers, schools, and educational policymakers in developing Islamic Religious Education (PAI) learning that is more meaningful, reflective, and relevant to the challenges of students' lives in the modern era.

## METHOD

This research uses a qualitative approach with field research. The qualitative approach was


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chosen because it aims to deeply understand the phenomenon of the implementation of a deep learning approach in Islamic Religious Education (PAI) at SMAN 4 Mataram through the perspectives of teachers, students, and the school environment. A qualitative approach allows researchers to obtain descriptive data regarding behaviors, experiences, interactions, and meanings that emerge during the learning process. According to Lexy J. Moleong, qualitative research aims to understand social phenomena holistically through data collection in natural settings. This approach is relevant because the research focuses not only on learning outcomes but also on the processes, experiences, and dynamics of implementing deep learning in the context of Islamic religious education. Therefore, field research is considered capable of providing a more comprehensive empirical picture of deep learning-based PAI learning practices in a high school environment.

The research location was SMAN 4 Mataram. The research location was selected purposively, considering that the school has implemented various learning innovations oriented towards active, reflective, and contextual learning in Islamic Religious Education. Furthermore, SMAN 4 Mataram has heterogeneous student characteristics, making it a relevant context for studying the implementation of the deep learning approach. Field research at this school is expected to provide authentic data regarding Islamic Religious Education teachers' learning strategies, student engagement, and the challenges faced in implementing deep learning. The purposive selection of the location also aligns with Sugiyono's opinion, which states that in qualitative research, research locations are selected based on specific considerations deemed capable of providing the most relevant information to the research focus.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from key informants, namely Islamic Religious Education teachers, students, and the school principal. Islamic Religious Education teachers were selected because they play a key role in designing and implementing deep learning-based instruction. Students were chosen as research subjects because they directly experience the learning process implemented in the classroom. Meanwhile, the school principal was chosen because of their authority over academic policy and learning development at the school. The informant selection technique used purposive sampling, which selects subjects based on specific criteria relevant to the research objectives. The informant criteria included active Islamic Religious Education teachers, students participating in Islamic Religious Education lessons, and a principal familiar with the school's learning policies. Secondary data were obtained through school documents such as teaching modules, learning materials, learning activity archives, and other administrative documents supporting the research.


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Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted by directly observing the Islamic Religious Education learning process in the classroom to obtain data on teacher and student activities during the implementation of the deep learning approach. The observation used was passive participatory, where the researcher was present at the research location without being directly involved in the learning activities. Through observation, the researcher was able to understand the classroom atmosphere, the learning strategies used by teachers, interactions between students, and the forms of student involvement in the learning process. The observation technique was chosen because it can produce factual and contextual data related to learning practices in the field. According to John W. Creswell, observation in qualitative research is essential for gaining an in-depth understanding of the behavior and activities of research subjects in a natural context.

In addition to observation, this study also employed in-depth interviews to obtain more detailed data regarding informants' experiences, perspectives, and understanding regarding the application of the deep learning approach in Islamic Religious Education (PAI) learning. The interviews were conducted semi-structured to ensure the researcher maintained a guideline for questions while still allowing informants to broadly explain their experiences. Islamic Religious Education (PAI) teachers were interviewed regarding learning strategies, obstacles, and efforts to implement deep learning. Students were interviewed to determine their learning experiences, level of engagement, and understanding of the implemented PAI learning. School principals were interviewed regarding school policies and support for learning innovations. This interview technique was chosen because it allowed researchers to obtain in-depth, reflective, and contextual data regarding the phenomenon under study.

Documentation techniques were used to complement the data obtained from observations and interviews. The collected documentation included photographs of learning activities, teaching modules, Lesson Plans (RPPs), assessment tools, school activity archives, and other supporting documents related to Islamic Religious Education (ISE) learning. These documents were analyzed to determine the alignment between the planning and implementation of deep learning-based learning. The use of documentation in qualitative research is important because it can provide authentic evidence that supports the validity of the research data. All data obtained was then analyzed using the interactive data analysis model developed by Matthew B. Miles and A. Michael Huberman, which includes data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing data relevant to the research


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objectives. The data was then presented systematically in descriptive narrative form, facilitating the researcher's drawing conclusions.

To maintain data validity, this study employed source triangulation, technical triangulation, and member checking techniques. Source triangulation was conducted by comparing information from Islamic Religious Education teachers, students, and the principal to obtain more objective data. Technical triangulation involved comparing observations, interviews, and documentation to ensure that the data obtained could mutually reinforce each other. Meanwhile, member checking was conducted by reconfirming interview results or research findings with informants to ensure the data obtained aligns with their experiences and perspectives. The use of these data validation techniques aims to increase the credibility, validity, and reliability of the research results, ensuring that the findings can be scientifically accounted for. By implementing these systematic research procedures, this study is expected to yield a deeper understanding of the deep learning approach in Islamic Religious Education at SMAN 4 Mataram.

## RESULTS AND DISCUSSION

SMAN 4 Mataram is a public high school in Mataram City committed to improving the quality of character-based learning and strengthening 21st-century competencies. Based on research observations, the school's vision is to create students who excel in achievement, character, and are grounded in religious values. This vision is realized through various learning programs that encourage the development of critical, creative, collaborative, and reflective thinking skills. In the context of Islamic Religious Education (PAI) learning, teachers emphasize not only cognitive aspects but also the formation of religious attitudes and the application of Islamic values in students' daily lives. The PAI learning environment at SMAN 4 Mataram demonstrates a transformation from conventional learning to more active and meaningful learning. This is evident in the use of discussion, reflection, and problem-based learning methods that actively engage students throughout the learning process. These findings align with the concept of deep learning, which emphasizes active student involvement in building a deep understanding of the learning material (Fullan et al., 2020).

The research results show that the implementation of a deep learning approach in Islamic Religious Education (PAI) teaching at SMAN 4 Mataram begins with the lesson planning stage. Islamic Religious Education teachers develop learning materials such as teaching modules and Lesson Plans (RPPs) by integrating activities that encourage critical thinking, reflection, and


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problem-solving. Teachers not only target the achievement of knowledge competencies but also strive to build students' awareness of the meaning of Islamic values in social life. In implementing the lessons, teachers use a contextual approach by linking Islamic Religious Education (PAI) material to social phenomena relevant to students' lives, such as social media use, tolerance, and adolescent social etiquette. Meanwhile, learning evaluation is conducted not only through written tests but also through project assessments, individual reflection, and observation of student attitudes during the learning process. These findings indicate that Islamic Religious Education (PAI) teaching at SMAN 4 Mataram has shifted toward in-depth learning oriented toward understanding and internalizing values, rather than simply memorizing material.

Teachers' strategies in implementing the deep learning approach are evident through the use of various active learning methods. One dominant strategy is group discussions. Teachers divide students into small groups to discuss religious issues relevant to everyday life. Through these discussions, students are encouraged to express their opinions, provide arguments, and respect the views of others. Furthermore, teachers employ case study methods to help students understand the application of Islamic teachings in real-world contexts. For example, students are asked to analyze a case of adolescent behavior on social media from the perspective of Islamic values. This strategy aligns with constructivism theory, which states that knowledge is constructed through students' experiences and social interactions (Vygotsky, 2021). Thus, learning is no longer one-way but becomes a dialogic process that encourages active student involvement.

In addition to discussions and case studies, Islamic Religious Education teachers at SMAN 4 Mataram also implement reflective learning and problem-solving. At the end of the lesson, students are given the opportunity to reflect on the material they have learned and connect it to their personal experiences. Reflections are conducted through short essays, class discussions, and verbal expression. Teachers believe that reflective activities help students understand the meaning of the learning more deeply. Furthermore, a problem-solving approach is implemented by presenting social issues that require solutions based on Islamic values. This strategy is considered effective in developing students' critical thinking and decision-making skills. According to research by Rahmawati et al. (2024), a deep learning approach based on reflection and problem-solving can improve students' critical thinking skills and religious awareness in Islamic Religious Education learning. This demonstrates a congruence between theory and learning practices found in the field.

The use of digital learning media is also an important part of the implementation of the deep learning approach at SMAN 4 Mataram. Teachers utilize learning videos, interactive


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presentations, digital platforms, and educational social media to increase student learning interest. The use of digital media helps students understand the material in a more contextual and engaging way. Furthermore, digital media allows students to access a wider range of learning resources beyond textbooks. However, research results indicate that the use of digital media is not yet fully optimal due to limited facilities and technological capabilities of some students. Nevertheless, teachers continue to strive to adapt learning media to the students' conditions and available school facilities. This finding supports the opinion of Anderson and Krathwohl (2020), who stated that integrating technology into learning can strengthen student engagement and support meaningful learning when used appropriately and contextually.

The research results also indicate several supporting factors in the implementation of a deep learning approach in Islamic Religious Education (PAI) learning at SMAN 4 Mataram. The first factor is teacher competence in managing active and innovative learning. Islamic Religious Education (PAI) teachers possess the ability to design learning that actively engages students through discussion, reflection, and problem-solving. The second factor is school support for learning innovation, both through academic policies and the provision of learning resources. Furthermore, the availability of facilities such as projectors, internet connections, and conducive classrooms also support the implementation of deep learning. Another crucial factor is student enthusiasm for participating in PAI learning that is more interactive and relevant to their lives. This condition shows that the success of deep learning implementation is not only determined by teacher ability, but is also influenced by the support of the school environment and student readiness.

On the other hand, this study also identified several inhibiting factors in implementing the deep learning approach. One major obstacle is limited learning time, which makes it difficult for teachers to develop reflective activities and in-depth discussions. Furthermore, the diverse abilities of students pose a challenge to implementing active learning. Some students possess strong critical thinking skills, while others tend to be passive in the learning process. Limited learning media and technology access also pose obstacles, especially when teachers want to optimally implement digital-based learning. These findings indicate that implementing deep learning requires a more comprehensive learning system, encompassing curriculum, facilities, and teacher competency development. Critically, the researchers believe that the success of the deep learning approach does not depend solely on learning methods but also requires the support of more flexible educational policies oriented toward meaningful learning.

Based on the analysis of the research findings, it is clear that the implementation of the


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deep learning approach in Islamic Religious Education (PAI) learning at SMAN 4 Mataram is strongly relevant to constructivist learning theory and 21st-century learning concepts. The results of this study also demonstrate consistency with previous research stating that immersive learning can increase student engagement, critical thinking skills, and internalization of religious values in everyday life (Dzulfiqar & Miskiyah, 2025). The new findings in this study lie in the integration of a reflective approach, contextual discussion, and the use of digital media in Islamic Religious Education (PAI) learning at the high school level. This research shows that deep learning-based Islamic Religious Education (PAI) learning can be an effective alternative learning strategy in shaping students' religious character in the digital era. Therefore, this approach needs to be continuously developed through teacher training, strengthening school policies, and developing innovative learning media that are appropriate to the needs of modern students.

**CONCLUSION**

Based on the research findings on the deep learning approach in Islamic Religious Education (ISE) at SMAN 4 Mataram, it can be concluded that the deep learning approach has been implemented through instruction that emphasizes in-depth understanding, critical thinking, reflection, and active student involvement in the learning process. Islamic Religious Education (ISE) teachers not only deliver material theoretically but also relate the material to everyday life, making learning more meaningful for students.

The strategies used by teachers in implementing the deep learning approach include group discussions, case studies, problem-solving-based learning, reflection on learning, and the use of learning media that support student engagement. Through these strategies, students are more active in expressing opinions, analyzing problems, and understanding Islamic values contextually.

The implementation of the deep learning approach is supported by teacher competence, school support, the availability of learning resources, and student enthusiasm for Islamic Religious Education (ISE) learning. However, several inhibiting factors exist, such as limited learning time, diverse student abilities, and the limitations of certain learning media.

Overall, the deep learning approach in Islamic Religious Education learning at SMAN 4 Mataram is able to create a more active, meaningful learning process, and is oriented towards developing critical thinking skills and strengthening students' religious values.

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