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Deep Learning-Based Science Teaching Module With Integration Of Islamic Values To Improve The Learning Outcomes Of Fourth Grade Students

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Abstract

This research aims to develop a Natural and Social Sciences (IPAS) teaching module based on a deep learning approach, integrating Islamic values. This research was based on tests of validity, practicality, and effectiveness, with the aim of improving elementary school students' learning outcomes. Furthermore, this research is quantitative and uses the Research and Development (R&D) method with the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The research subjects were fourth-grade students at SD Negeri 22 Banda Aceh. Data collection instruments included validation sheets from subject-matter, language, and media experts; teacher and student response questionnaires; and learning outcome tests in the form of pretests and posttests. Data collection was conducted based on the analysis. The results indicate that the developed teaching module is categorized as highly valid and practical. The effectiveness test demonstrated an increase in student learning outcomes, integrated with Islamic values, as evidenced by higher post-test scores than pre-test scores. These findings indicate that the deep learning-based IPAS teaching module, integrated with Islamic values , appears effective in developing student learning outcomes and supporting meaningful, character-based learning.

Keywords: Science Teaching Module, Deep Learning, Islamic Values, and Learning Outcomes

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INTRODUCTION

Essentially, education plays a crucial role in helping students develop their abilities, as mandated by the National Education System Law Number 20 of 2003. Elementary school education aims to cultivate the attitudes, knowledge, and skills students need in their daily lives. One subject that supports this goal is Natural and Social Sciences (IPAS), which helps students understand the various natural and social phenomena around them(Chun et al., 2022) .

Science learning in the era of the industrial revolution 4.0 and society 5.0 demands a paradigm shift. through a more innovative approach, and this is based on the needs of the students themselves. Based on the results of observations at SD Negeri 22 Banda Aceh, grade IV, there were a number of findings that the implementation of learning Students appear less active. They have difficulty connecting the material to real-life situations, and they are unable to grasp the concepts in depth (Dewi, 2018). This is evident when the teacher asks a number of questions (random pattern), and the students are unable to explain them. appropriately and consistently, beyond the usual memorization (Sari & Indartono, 2019). Although teachers are also responsible for the approach patterns used based on student characteristics, learning methods and strategies have not been running optimally (Kaur & Sharma, 2023).

In Indonesia, the implementation of deep learning aligns with the spirit of the independent curriculum, which emphasizes freedom of learning and project-based learning (Kumar et al., 2023). This concept is reinforced by Mu'ti's statement in Tempo (Sari & Indartono, 2019), which indicates that the deep learning approach will become an integral part of the national education system, supported by ministerial regulations and comprehensive teacher training programs. This approach is based on three fundamental elements: Meaningful Learning, Mindful Learning, and Joyful Learning (Çınar & Çepni, 2021).

To address this issue, an approach is needed that can help students understand the material more meaningfully. One relevant approach is deep learning, introduced by Marton and Saljo (Cahyaningrum et al., 2019). This pattern emphasizes a deeper understanding of concepts, seeing relationships between materials, and encouraging students to think more critically and actively. In simpler terms, it is how students process information in learning. Furthermore, (Practice, Min, and Kanan, 2024) provides a more specific definition of deep learning as a learning approach that emphasizes in-depth mastery of concepts, beyond simply memorizing or quickly recognizing facts (Rahma Harfiani & Anatri Desstya, 2023). The main goal of this approach is to

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ensure that students not only understand the essence of a concept but are also able to connect it to relevant practical contexts in real life.

This approach becomes more comprehensive when combined with Islamic values, as it not only fosters understanding but also fosters positive attitudes, discipline, and noble character (Erduran et al., 2020). Therefore, the development of a deep learning- based science and science teaching module integrating Islamic values is expected to improve the quality of learning and the learning outcomes of fourth-grade students at SD Negeri 22 Banda Aceh.

According to (Aziz & Zakir, 2022), this approach seeks to transform the traditional learning paradigm, which typically emphasizes memorization and repetition of information, into more constructive and reflective learning. This shift enables students to not only understand the learning content but also develop critical thinking skills, creativity, and problem-solving abilities (Zidny et al., 2021).

The connection between the two concepts of learning media, science and religious values, is a concrete form of understanding as part of a work with a religious nuance. In other words, it's about how a teacher attempts to dynamically reduce and deconstruct the relationship between learning and different content within a single class. This, however, tends to create character conflicts among students in understanding the messages. the information contained therein (Oktavia, 2019). For example, in the context of general knowledge, whether the level of mastery of education or teaching in villages is comparable to that in cities, both in terms of delivery, understanding, and even implementation ; and that should not be an opportunity for debate (Çinar & Çepni, 2021). Because, each individual's understanding through the language conveyed by someone, after all, is the result of adopting a language, the value of which is subjective (Yuwono et al., 2020).

Through such complex bargaining power, Islamic values should be optimally constructed to ensure their message is conveyed. And, inevitably, a teacher must be able to achieve a comprehensive, powerful, and effective bargaining power. have a high level of dedication to disseminating the information in depth. Methods and applications must be chosen based on students' interests and preferences.

Simply put, the concept of Islam in this context can be said to merely indicate a form of guidance regarding religious values for students themselves. Therefore, to achieve this goal, educational orientation and teaching patterns contribute to helping humans find the true purpose of life: to create good individuals who are always devout to God.

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Therefore, science learning Science at the elementary school level plays a crucial role in education. This is because science provides students with the skills and knowledge necessary to face the challenges of today's global era (Antika et al., 2023). Science learning is an approach designed to develop practical application skills, critical thinking, and effective learning. The goal is to foster a sense of responsibility and concern for the environment. In the context of science, science learning acts as a vehicle for students' self-development, attitudes, and behavior.

The integration of Islamic values in education, also known as integrated learning, is a method of programming, organizing, advising, and supervising structured learning activities that combine religious and general learning, aimed at achieving predetermined learning outcomes. The integration of Islamic values in science learning can be understood as part of the concept of the Islamization of knowledge. This Islamization refers to teachers' efforts to provide religious meaning in the general and science learning process (Nancy et al., 2020).

Researchers incorporated Islamic values into the science and education module due to a gap between the ideal curriculum and actual practice. Education should prioritize not only cognitive aspects but also spiritual and character aspects. However, teaching modules in schools do not explicitly incorporate Islamic values, particularly in science and education lessons.

Furthermore, there are still very few in-depth learning-based science modules that integrate Islamic values. This approach is crucial for developing students who not only understand science logically but also recognize the spiritual value of God's creation. Researchers view this as an opportunity to provide more meaningful learning experiences and foster students' character and faith.

The learning process requires appropriate teaching tools. These tools include various materials, tools, media, and instructions and guidelines that support learning activities. Furthermore, these tools are equipped with a flow of learning objectives and outcomes (Sismanto et al., 2022). The goal is to enable teachers to teach more effectively and efficiently, using appropriate techniques, approaches, and methods, thereby maintaining focus on learning outcome indicators (Salahuddin, 2023).

Teachers are expected to develop comprehensive and systematic teaching modules. This ensures that the learning process is interactive, inspiring, enjoyable, and challenging. This motivates students to actively participate, be creative, and be independent. Designed teaching modules should focus not only on mastering knowledge but also on developing students' attitudes and skills (Rahimah, 2022).

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The above argument, with The meaning is that whatever educational concept is offered in a community, it certainly requires serious (in-depth) efforts based on effective management space. for students. The effectiveness of the activities carried out has a role and consequences for the development of science. Therefore, the demand for changes in human behavior, by paying attention to the role of knowledge and experience as a path of affirmation in the mental development of students, certainly requires philosophical values. This means that the tendency to develop oneself in a multi-dimensional space of progress (knowledge and experience based on technology) remains part of the collectivity, by placing means of interaction; in where the teacher's role is the determinant through the approach patterns, methods and strategies towards developing student learning outcomes (Karwadi & Deni indrawan, 2023).

RESEARCH METHODS

This research falls into the *Research and Development* (RandD) category. This type of research and development aims to produce a specific product and test its effectiveness(Zafi et al., 2021). The resulting product is a *Deep Learning- based Science (IPAS) teaching module* integrating *Islamic values* to improve student learning outcomes. The research design follows the ADDIE development model with a learning module development flow (Purwati et al., 2018).

Research and Development (R&D) is a research method that produces a product in a specific field of expertise, accompanied by certain by-products and has the effectiveness of the product (Sitepu & Amelia, 2021). According to (Idris, 2023), *Research and Development* (R&D) is a research method used to produce a specific product and test its effectiveness (ADİNUGRAHA & Hasan, n.d.).

This research developed a product in the form of a *Deep Learning- based teaching module* integrating *Islamic values* into the fourth-grade science subject of elementary school (Kasdi, 2018). To ensure the product meets its objectives, this research and development adapted the ADDIE model, first developed by Robert Marible Branch in 2009 (Karwadi & Deni indrawan, 2023).

ADDIE is a research model with the concept of developing a product or media based on students' abilities based on the knowledge they have acquired. Thus, the media developed will be student-focused, innovative, engaging, and challenging (Preko et al., 2020). The function of the ADDIE model concept is to serve as a guide for researchers in compiling and developing a learning product that is effective, dynamic, on-target, and appropriate to the needs of the

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subject. In the ADDIE model, there are five stages : analysis, design, development, implementation, and *evaluation* (Miswar, 2023).



Figure 1. ADDIE Model Stage Chart

The research was conducted in the fourth grade of SD Negeri 22 Banda Aceh located on Jalan Nyak Adam Kamil III, Neusu Jaya, Baiturrahman District, Banda Aceh City. The research was conducted in the odd semester of the 2025/2026 academic year in July - August 2025. In this study, the research subjects were taken using purposive sampling techniques. According to (Sugiyono, 2018) purposive sampling is a sampling technique by considering the subjects being studied. The subjects in this study were fourth grade students of SD Negeri 22 Banda Aceh. The consideration for taking fourth grade samples was because fourth grade students had begun to experience academic development, both in cognitive and social abilities. This is a good time to improve student learning outcomes.

This data collection technique is used to gather data in the initial stages, aiming to analyze the needs of students in the science learning process. The techniques used are: observation, interviews, questionnaires, and learning outcome tests.

Data analysis techniques are used to obtain high-quality products that meet the criteria for validity, practicality, and effectiveness. The steps in analyzing the quality criteria of the developed product are as follows: data collection techniques will be analyzed qualitatively and quantitatively. Once the data is collected, it will be analyzed qualitatively by describing the questions received from respondents and then summarizing them in clear, easy-to-understand sentences(Kusuma & Pepilina, 2024).

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Qualitative Data Analysis

Qualitative data analysis is the analysis of data obtained from suggestions, input, comments, and constructive feedback from validators. These responses and comments are used to develop a *deep learning- based teaching module* integrating *Islamic values* in chapter 1, "Plants as a source of life on earth," to improve the learning outcomes of fourth-grade students.

Quantitative Data Analysis

Quantitative data analysis was conducted by researchers to process data from validation questionnaires from subject matter experts, media experts, and language experts. Furthermore, quantitative data analysis was used to process pre-test and post-test data from learning outcomes to determine the effectiveness of the developed learning modules (Syaharuddin et al., 2025).

a. Product Feasibility Analysis from expert validation

This study used a Likert scale to assess validation from media experts, material experts, and learning experts, thus collecting data from each statement. According to Pranatawijaya (2019), the Likert scale can be divided into scores of 4, 3, 2, and 1, with answers of Very Good, Good, Not Good, and Very Not Good. This was done to ensure the feasibility of the teaching module. Therefore, the calculation will be carried out using the following formula (Imronudin & Muhammad, 2023):

$$P = \frac{\sum S}{\sum N} X\ 100\ \%$$

$P = Persentase\ Skor$

$\sum S = Jumla\ h\ skor\ yang\ diperole\ h$

$\sum N = Jumla\ h\ skor\ maksimal$

Furthermore, according to Ismail and Sihombing (2022), the level of feasibility will be divided into 4:

Table 1. Eligibility Level

No	Achievement Level	Category
1	75% - 100%	Very good
2	50% - 75%	Good
3	25% - 50%	Not good
4	0% - 25%	Very bad

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b. Analysis of product usage effectiveness

The analysis of product effectiveness uses scores from *pre-test* and *post-test results* completed by students to demonstrate the desired improvement. The questions consist of five multiple-choice questions, one fill-in-the-blank, and seven essay questions, each with varying weighting. The scores obtained will be converted into grades according to the following criteria:

$$Nilai = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100$$

After knowing the students' pretest and posttest results, the quality of improvement was determined using n-gain. N-gain measures students' cognitive learning outcomes and process skills (Maryam, 2018). The following is the N-gain formula and categories according to Dewi and Surur (2021, p. 176):

$$\text{N-gain} = \frac{Skor\ postest - skor\ Pretest}{Skor\ Maksimal - Skor\ pretest}$$

Table 2. N-gain categories

Score	Category
$G \geq 0.7$	**Tall**
$0.3 \leq X < 0.7$	**Currently**
$G < 0.3$	**Low**

DISCUSSION

This development research aims to produce a *deep learning- based science and science teaching module* with an integration of Islamic values to improve the learning outcomes of fourth-grade students at SDN 22 Banda Aceh. The module development uses the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation (Tavana et al., 2023)..

In the analysis stage, the results of observations and interviews showed that science learning was still dominated by lecture methods, students' conceptual understanding was not yet in-depth, many learning outcomes had not reached the Minimum Competency (KKM), and there was no structured teaching module that integrated Islamic values (Chun et al., 2022). The pre-test results reinforced these findings, where all students (100%) had not achieved completion with an average score of 31.4. This condition indicates the need to develop teaching modules that can encourage meaningful and student-centered learning (Du & Qian, 2022).

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Design phase resulted in a systematic teaching module, encompassing learning objectives, activity flow, module structure, assessment instruments, and the integration of Islamic values such as gratitude, honesty, responsibility, and environmental stewardship. This design was adapted to the characteristics of fourth-grade students and the principles of *deep learning,* which emphasize conscious, meaningful, and enjoyable learning

During the development phase, the module was validated by media experts, content experts, and linguists. The validation results showed that the module was highly suitable, with scores of 89% for the media aspect, 95% for the content aspect, and 100% for the language aspect (Kapoor et al., 2022). Several suggestions for improvement from the validators were followed up, and the module was declared suitable for implementation in learning (Razi et al., 2023).

Implementation phase was conducted on fourth-grade students at SDN 22 Banda Aceh. During the learning process, students appeared more active, enthusiastic, and engaged in the learning activities (Sukegawa et al., 2021). The results of the student response questionnaire showed a percentage of 90%, categorized as very practical, while the teacher response obtained a percentage of 88%, categorized as very practical (Liu et al., 2020). This indicates that the module is easy to use, engaging, and assists teachers in implementing science and science learning (de Albuquerque et al., 2020).

In the evaluation phase, the effectiveness of the module was assessed using post-test results and N-Gain calculations. The post-test results showed an increase in the average score to 76.8, with 16 out of 27 students achieving learning mastery. The N-Gain calculation results showed an average score of 0.60 (moderate category) or 60.07% (quite effective). This indicates that the use of *deep learning- based teaching modules* with the integration of Islamic values was able to significantly improve student understanding and learning outcomes compared to the initial conditions (Vinh Loc et al., 2023).

Overall, the research results show that the *deep learning- based science and science teaching module,* which integrates Islamic values, is valid, practical, and quite effective in improving the learning outcomes of fourth-grade students. This module not only helps students understand the material more deeply but also instills Islamic values in the learning process.

CONCLUSION

Based on the entire research process which includes the stages of analysis, design, development, validation, to initial implementation in grade IV students of SD Negeri 22 Banda

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Aceh, several conclusions were obtained that the *deep learning-based science and technology teaching module Learning* with the integration of Islamic values has been successfully developed systematically through the ADDIE model as follows:

The results of the needs analysis indicate an urgent need to develop innovative teaching modules. Teachers reported that previous science and science lessons had not implemented a *deep learning approach,* with minimal integration of Islamic values into the material and learning activities. Therefore, students needed teaching materials that facilitated in-depth, meaningful, and contextual understanding of concepts. This provided a strong basis for developing *deep learning- based teaching modules.* which integrates Islamic values.

Through the development of the teaching module, the *pre-test* results showed that students' initial abilities were still very low. The average *pre-test score* of students was 30.35, far below the KKM of 72, and no students achieved completeness (0%). This finding proves that previous learning has not been optimal and intervention through a new teaching module is needed. The developed module was declared very feasible by experts. And this is proven through the validation results showing Media Experts: 89% (very feasible); Material Experts: 95% (very feasible); Language Experts: 100% (very feasible). This confirms that the module has high feasibility in terms of appearance, material presentation, language, as well as conformity with the principles of deep learning and integration of Islamic values.

The characteristics of the teaching modules produced have met the needs of fourth grade elementary school students. 22 Banda Aceh. The module's main characteristic is that it is based on *deep learning.* (understanding–applying–reflecting). Likewise, from the teacher's perspective, it also integrates Islamic values, such as gratitude, honesty, trustworthiness, and environmental care; uses an *inquiry model* as the core approach; provides student worksheets (LKPD) that encourage critical thinking; presents material in a contextual, simple, and visually appealing manner. This module is suitable for use as a science teaching material to improve the learning outcomes of fourth-grade elementary school students. 22 Banda Aceh

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