Implications of the Deep Learning Approach in Learning the Qur'an and Hadith at Madrasah Aliyah Miftahul Ulum Punggur Besar

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Article Info	Abstract
	This study aims to analyze the application of the deep learning approach in Al-Qur'an Hadith learning at Madrasah Aliyah Miftahul Ulum Punggur Besar, as well as to examine the supporting factors, obstacles, and implications for the quality of learning. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results show that teachers have designed learning plans that integrate the analysis of the meaning of verses and hadith, reflective activities, case studies, and the use of simple digital media, thereby encouraging students to think critically, reflect on values, and connect religious teachings with the context of real life. Supporting factors for the implementation of deep learning include teachers' readiness to innovate, students' openness to reflective methods, and the characteristics of Al-Qur'an Hadith material that support deep meaning, while obstacles include time constraints, teachers' administrative burdens, inadequate digital facilities, and variations in student abilities. The research findings confirm that the successful implementation of deep learning is highly dependent on institutional support, teacher training, strengthening of digital facilities, flexibility in learning time, and systemic integration into the curriculum and lesson plans. Overall, the deep learning approach has proven to be relevant and strategic in shaping reflective, contextual Al-Qur'an Hadith learning that is oriented towards strengthening student character in line with the demands of 21st-century education.

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1. INTRODUCTION

The Al-Quran and Hadith subject in madrasas is strategically important because it not only teaches religious texts but also serves as a vehicle for internalizing Islamic values in students. Learning the Al-Quran and Hadith not only emphasizes cognitive aspects but is also directed at developing students' faith, noble morals, and motivation in practicing religious teachings in everyday life [1]. Thus, the Al-Quran and Hadith have an important role as a unique identity of the madrasa and as a foundation in forming a complete and characterful Muslim personality.

Learning the Qur'an and Hadith in madrasas is still currently dominated by traditional methods, such as lectures and question-and-answer sessions, which are more oriented towards the teacher distributing material without encouraging active student involvement in the understanding process. The lecture method, for example, is often criticized for creating a passive learning atmosphere, where students tend to only listen and receive material without sufficient opportunity for critical thinking or discussion [2]. In addition, observations of the practice of learning the Qur'an and Hadith show that although teachers

are aware of various alternative methods, such as discussions, these methods are rarely applied, partly due to time constraints, habits, or lack of readiness of supporting facilities [3]. Conditions like this make learning less meaningful, and students' understanding becomes shallow.

The need for meaningful learning is crucial because learning that focuses solely on memorization or mastery of texts is insufficient to foster a deep understanding and relevance of the teachings of the Qur'an to real life. Concrete, reflective, and applicable learning not only strengthens conceptual mastery but also serves to shape character and the application of Islamic values in students' daily lives [4]. Therefore, a learning approach is needed that can connect the teachings of the Qur'an and Hadith with the context of students' lives in a more in-depth manner.

The concept of deep learning is a learning approach that emphasizes in-depth understanding, critical analysis, and student reflection on the material. This approach not only helps students master the text but also understand its meaning, connect it to life contexts, and more consciously practice the values of the Qur'an and Hadith. This approach is very much in line with the goals of Islamic Religious Education (PAI) in shaping the character, morals, and faith of students [5]. Thus, the deep learning approach has great potential to improve the quality of Qur'an and Hadith learning so that it is not merely textual, but transformative.

The application of the deep learning approach in Islamic Religious Education (PAI) is increasingly strong because the traditional approach that has been dominant has not been able to meet the needs of 21st-century learning. A study shows that the deep learning approach increases student participation and deepens their conceptual understanding [6]. Other research suggests that the integration of cognitive, emotional, and social aspects through this approach can create a more holistic learning experience [7]. The results of these studies illustrate that the deep learning approach is not only an alternative strategy but can have positive implications for the process, experience, and outcomes of student learning.

The gap between theory and practice in the application of deep learning in Islamic Religious Education is very real, although theoretically this concept is recognized as an effective approach to achieve deep understanding, character, and relevance of learning. Many teachers and educational institutions understand the benefits of deep learning, but practice in the field often remains fixated on conventional methods, lacking variety and innovation. Although the Islamic Religious Education curriculum accommodates deep learning principles such as critical and reflective, its implementation is hampered by limitations in teacher human resources, time, and infrastructure readiness [5]. This gap is important to examine further to determine the real implications of using this approach, both in terms of improving student understanding, changing learning behavior, or its impact on the role of teachers and classroom dynamics.

Madrasah Aliyah Miftahul Ulum Punggur Besar was chosen as the research location because it has great potential for developing innovative learning, particularly in the subject of Al-Qur'an and Hadith. However, it still faces various challenges, such as limited supporting facilities, varying teacher abilities in implementing innovative methods, and suboptimal student learning motivation. These conditions make this madrasah relevant for study to see how the deep learning approach can be implemented and its implications for the learning process and outcomes.

This study aims to describe the planning of Al-Qur'an Hadith learning that applies the deep learning approach at Madrasah Aliyah Miftahul Ulum Punggur Besar, analyze the implementation process of the deep learning approach in learning Al-Qur'an Hadith, identify supporting and inhibiting factors in the implementation of the approach, and reveal

the implications of the application of deep learning on student understanding, learning engagement and overall learning quality. This study is expected to provide an in-depth overview of the effectiveness of the deep learning approach in improving the quality of Al-Qur'an Hadith learning at the madrasah.

2. RESEARCH METHODS

This study uses a descriptive qualitative approach with the research location at Madrasah Aliyah Miftahul Ulum Punggur Besar. The research subjects included Al-Qur'an Hadith subject teachers and students, with data collection techniques through observation, interviews, and documentation to obtain in-depth and contextual information. Data analysis was conducted using the model (Miles et al., 2014), including data reduction, data presentation, and conclusion, while data validity was guaranteed through triangulation of sources, techniques, and time to ensure the credibility and reliability of the research findings.

3. RESEARCH RESULTS AND DISCUSSION

The results of the study indicate that Al-Qur'an Hadith teachers at Madrasah Aliyah Miftahul Ulum Punggur Besar have attempted to design learning based on a deep learning approach, although its implementation is still being carried out in stages. Teachers prepare lesson plans that combine analysis of the meaning of verses and hadith, group discussions, and reflection on Islamic values in accordance with the principles of deep learning that emphasize in-depth understanding and emotional cognitive involvement of students. This planning model is in line with the principles of deep learning that emphasize in-depth understanding, critical analysis, and internalization of meaning [5].

Teachers also design mindful learning activities through tadabbur (reflecting on verses) and muhasabah (self-introspection) before the lesson begins. These activities have positive implications for building students' mental and spiritual readiness, in line with the findings of a study that confirmed that deep learning in Islamic Religious Education must integrate self-reflection as part of the meaning-making process [7].

The lesson plan also demonstrates the teacher's efforts to connect verses and hadith material to students' social realities through case studies. This approach has pedagogical implications; the relevance of religious teachings increases because students can see a direct connection between sacred texts and everyday life experiences. This finding aligns with research showing that deep learning in Islamic education (PAI) based on history or social cases strengthens the internalization of Islamic values while developing students' critical thinking skills [8].

During the core learning phase, teachers implemented learning strategies that encouraged students to actively engage in critical and reflective thinking. These strategies, such as group discussions, case studies, and problem-based learning, were implemented to enhance students' critical and reflective thinking. For example, when discussing the hadith on trustworthiness, students were asked to identify examples of betrayal of trustworthiness in the context of adolescents and formulate solutions based on Islamic teachings. The implications of this activity include a deeper internalization of Islamic values and students' ability to connect religious texts with real-life actions. This activity supports critical and reflective thinking skills. These findings align with research suggesting that deep learning helps develop metacognitive competencies through reflection and self-assessment [9].

Teachers also utilize simple digital media such as thematic interpretation videos and hadith infographics to enrich students' learning experiences. The use of these media has positive implications in the form of increased student motivation and interest in the material, although limited technological facilities pose a significant obstacle to full-scale

learning. However, interviews revealed several obstacles, such as varying student abilities, some students' passivity, and limited facilities. Teachers address these obstacles through collaborative approaches and individual reflective assignments. These obstacles imply the need to develop adaptive classroom management strategies and strengthen teacher competencies through training to make in-depth learning more effective.

Supporting factors found in the implementation of the deep learning approach in teaching the Qur'an and Hadith in madrasas include teachers' readiness to innovate, as seen in their ability to change their teaching patterns from simply delivering material to facilitating a process of reflection and in-depth understanding. Students' openness to reflective learning methods, as they tend to be enthusiastic when involved in the process of analyzing verses, discussing values, and drawing out contextual meanings. Furthermore, the characteristics of the Qur'an and Hadith material require substantive understanding, as it encourages students to not only understand the text but also internalize its moral messages in real-life contexts.

However, several inhibiting factors were also identified. Limited learning time is a major obstacle, as in-depth analysis, reflective discussions, and value formulation require longer durations than conventional learning. High administrative burdens on teachers consume time, limiting the opportunity to design innovative learning. Inadequate digital facilities, such as visual media, multimedia devices, and access to digital learning resources, reduce the effectiveness of meaning-making activities. Finally, differences in student abilities and motivations create disparities in learning rhythms, requiring teachers to strategize to ensure the reflection process is uneven.

These findings demonstrate that the success of deep learning implementation is not solely determined by teachers but is highly dependent on institutional support. This is consistent with a study that confirmed that 21st-century teacher competencies, digital literacy, adequate learning facilities, and responsive school policies are determining factors in the effectiveness of the deep learning approach [10]. Therefore, the findings of this study emphasize the need for institutional support in the form of teacher training, digital tool development, and more flexible learning time policies so that the deep learning approach can be implemented consistently and produce meaningful learning transformation.

The implementation of a deep learning approach has several important implications. Teachers no longer function as content transmitters, but rather as facilitators who design in-depth thinking activities, motivators who foster students' analytical interests, guides for reflection on religious values, and managers of dialogic interactions in the classroom. This transformation aligns with recent research findings showing that teachers who adopt a deep learning approach play a more active role in providing cognitive and affective guidance simultaneously, making the learning process more meaningful, contextual, and encouraging the development of student character [11].

Learning also becomes more participatory and dialogic, with students becoming more active in interpreting texts, critical inquiry-based interactions increasing, and learning becoming more meaningful and contextual. Students gradually begin to relate verses or hadiths to social issues they experience in their daily lives. These findings align with research showing that a deep learning approach in Islamic history-based Islamic Religious Education (PAI) encourages students' reflective and analytical engagement and enhances the internalization of Islamic values relevant to the social context [8].

In the affective aspect, students' learning includes increased moral awareness, strengthened empathy, the ability to assess actions ethically, the formation of social and spiritual responsibility, and the habit of reflection (muhasabah). Through reflective strategies such as value discussions, reflective journals, and tadabbur, students not only learn the text textually but also internalize the values of Islamic teachings in their lives.

This finding is in line with research in the context of Islamic spiritual guidance, which suggests that the integration of deep learning in Qur'anic education allows students to develop spiritual reflection that is more personal and adaptive to the context of modern life [12].

The results of this study emphasize the need for policy support at the madrasah level to strengthen the implementation of the deep learning approach. Structured teacher training on deep learning strategies, including mindful, meaningful, and joyful learning, is crucial to enhancing teacher competency in designing and facilitating reflective and critical thinking processes. Flexible learning time policies are essential to provide sufficient space for dialogue, text analysis, and student reflection, which are essential components of the deep learning approach. Strengthening digital tools and learning media, such as digital materials, infographics, and thematic videos, must be a priority to enhance richer and more contextualized learning interactions. Systemic integration of deep learning into the curriculum and lesson plans is crucial to ensure this approach becomes not merely a teacher innovation but a structured part of madrasah education policy.

Overall, the deep learning design approach in madrasas has had substantive implications for the quality of learning interactions, religious understanding, and student character development. Despite significant obstacles, the direction of transformation toward reflective, contextual, and value-oriented learning is clear. These findings support the discourse on 21st-century Islamic Education (PAI) transformation as described in the eight-dimensional deep learning graduate profile model, encompassing intellectual, spiritual, moral, critical, collaborative, and communicative dimensions [13].

4. CONCLUSION

The application of a deep learning approach to teaching the Quran and Hadith at Madrasah Aliyah Miftahul Ulum Punggur Besar has shown significant transformation. Teachers are able to design lesson plans that combine analysis of the meaning of verses and hadith, reflective activities, case studies, and the use of simple digital media. This strategy has been proven to encourage students to think critically, reflect on values, and connect religious teachings to real-life contexts. Learning becomes more dialogic, participatory, and meaningful while strengthening students' affective development, such as moral awareness, empathy, and spiritual responsibility.

The effectiveness of the deep learning approach still faces several obstacles, including limited learning time, teacher administrative burdens, minimal digital facilities, and varying student abilities. Supporting factors such as teacher readiness and student openness are insufficient without institutional support. Therefore, the successful implementation of deep learning requires a systemic madrasah policy, including ongoing teacher training, strengthening digital learning resources, flexible learning times, and integrating deep learning into the curriculum and lesson plans. Overall, this study confirms that deep learning is a relevant and strategic approach to developing a more reflective, contextual, and character-oriented learning environment for Al-Qur'an and Hadith students, in line with the demands of 21st-century education.

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