

LEARNING CREED MORALS WITH DEEP LEARNING APPROACH IN CLASS XII AT MADRASAH ALIYAH MUHAMMADIYAH 01 TEGALOMBO

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Abstract :

Creed Akhlak (Islamic Aqidah) learning plays a strategic role in shaping students' character and personality in accordance with Islamic values. However, in practice, this learning often focuses on cognitive aspects and memorization, thus under-emphasizing the affective and psychomotor dimensions that are essential in values education. Therefore, a deep learning approach is needed that emphasizes not only understanding the material but also the appreciation, reflection, and application of values in real life. This study aims to examine the application of the deep learning approach in Aqidah Akhlak learning and its impact on the internalization of Islamic values in grade XII students of MA Muhammadiyah 01 Tegalombo . This study used a qualitative method with a case study design. Data collection techniques were carried out through observation, in-depth interviews with teachers, the principal, and the deputy head of curriculum, documentation, and open-ended questionnaires to students. Data analysis was carried out using the interactive approach of the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The research results show that the deep learning approach can increase students' active engagement in the learning process, deepening their understanding of the Aqidah Material morals, and encourage the internalization of values such as honesty, responsibility, and tolerance in everyday life. Teachers implemented various strategies such as contextual case studies, reflective discussions, journal assignments, and grade presentations. Madrasah support contributed to the success of this approach. Despite challenges in terms of student readiness and time constraints, this approach was deemed effective in realizing Aqidah Learning morals that were more meaningful, transformative, and aligned with the goals of Islamic education.

Keywords: *Deep Learning in Islamic Education; Internalization of Aqidah Moral Values; Meaningful and Transformational Learning*

Abstract :

Learning Creed Morals own role strategic in form character and personality participant educate in accordance with values Islamic teachings. However, in practice, learning This Still often focus on aspects cognitive and rote, so not enough touch dimensions essential affective and psychomotor in education value. Therefore that, is necessary approach in -depth learning (*deep learning*) which is not only emphasize understanding material, but also appreciation, reflection, and application mark in life real. Research This aim For study implementation deep learning approach learning Creed Morals as well as the impact to internalization Islamic values in students Class XII MA Muhammadiyah 01 Tegalombo. Research This use method qualitative with design studies case. Data collection techniques are carried out through observation, interview deep with teachers, madrasah principals, and deputy principals field curriculum, documentation, and questionnaire open to students. Data analysis was carried out with approach interactive model of Miles and Huberman, which includes data reduction, data presentation, and data extraction conclusion. Research results show that deep learning approach is capable increase involvement active student in the learning

process, deepening understanding to material Creed Morals, as well as push internalization values like honesty, responsibility responsibility and tolerance in life everyday. Teachers apply various strategies such as studies case contextual, discussion reflective, assignment journals and presentations value. Madrasah support also strengthen success approach this. Although there is challenge in matter readiness students and limitations time, approach This assessed effective in realize learning Creed More morals meaningful, transformative, and harmonious with objective Islamic education.

Keywords: Deep Learning in Islamic Education; Internalization of Aqidah Moral Values; Meaningful and Transformational Learning

INTRODUCTION

Learning Creed Morals is integral part in Islamic education aims form personal Muslims who have faith strong and moral noble. In context formal education in madrasah, subjects lesson This occupy position strategic Because direct participant educate on understanding Islamic values that are not only known in a way theoretical , but also practical in life daily (Jasmansyah et al., 2025; Hermawan, et al., 2025). Therefore, learning Aqidah Akhlak should ideally be a vehicle for comprehensive spiritual and moral development, covering cognitive, affective, and psychomotor aspects (Maulida, 2025; Djuaini, 2025).

However, in practice, learning Creed Morals often not yet reach expected results. Learning process teach Still tend teacher-centered, emphasized memorization concept , and less involving participant educate in activities that encourage reflection as well as appreciation meaning (Al Hazmi, 2025; Qolbiah, et. al., 2025). Learning tends to be oriented solely towards cognitive outcomes, while the ability to internalize values, form attitudes, and change behavior has not been seen significantly (Panuntun, 2025; Rodiyah, 2023). This condition shows a mismatch between the transformational learning objectives and the implementation of learning which is still normative and instructional.

This gap shows that students may be able to answer exam questions well, but are not yet able to apply Islamic values consistently in real life (Aquil et al., 2025) . Thus, there is an urgent need to explore learning approaches that can address the dimensions of meaning, reflection, and self-transformation in students, rather than simply pursuing cognitive achievement. This is the novelty of this research: examining the application of a deep learning approach to teaching Akidah Akhlak (Islamic Creed) as an effort to bridge the gap between conceptual mastery and value practice.

Deep learning in an educational context refers to an approach that emphasizes meaningful understanding, interconnectedness between concepts, reflective experience, and the application of values in real-world contexts. This

approach allows students to explore the meaning of the material in depth and connect it to their experiences and the realities of their lives (Darmawan, 2025) . In its theoretical basis, the deep learning approach is influenced by constructivism theory and humanistic principles, which view students as whole individuals with intellectual, emotional, social, and spiritual potential that must be developed harmoniously.

A number of results study previously participate support urgency implementation approach *deep learning* in religious learning. Panuntun (2025) show that use approach reflective in learning Creed Morals can increase awareness religious student in a way significant. Meanwhile that , Rochman (2023) in his research find that approach constructivism more effective in help participant educate internalize values Islam compared to with approach traditional lecture - oriented. However, these studies have not specifically reviewed the implementation of deep learning in the madrasa context and have not examined classroom dynamics, teacher strategies, and their influence on students' religious practices.

In the context of MA Muhammadiyah 01 Tegalombo, learning Akidah Akhlak faces concrete challenges that require pedagogical innovation. It was found that some grade XII students have quite good cognitive abilities, but show low religious behavior, such as lack of discipline in worship, minimal mutual respect, and lack of participation in school religious activities. In addition, teachers are still limited in the use of a variety of learning methods, predominantly using lectures, and have not optimally utilized real-life contexts as learning resources. This shows that learning has not been able to achieve deep and contextual internalization of values. Grade 12 is a crucial phase because students are in transition to adulthood and will soon enter the wider world, both higher education and the workforce. At this stage, strengthening Islamic character is needed not only as a foundation of knowledge but also as a moral and spiritual foundation for social interaction.

Based on this background, this study aims to examine the implementation of a deep learning approach in teaching Akidah Akhlak (Islamic Creed) in class XII of MA Muhammadiyah 01 Tegalombo. The research focuses on teacher learning strategies, student engagement levels, and the impact of this approach on the understanding and practice of religious values. The results are expected to contribute to the development of a more effective, meaningful, and contextual Akidah Akhlak learning model (Martiadi, et. al., 2025).

RESEARCH METHOD

Study This use approach qualitative with type studies case. Approach This chosen Because in accordance For dig in a way in-depth implementation process approach *deep learning* in learning Creed Morals in students class XII at Madrasah Aliyah Muhammadiyah 01 Tegalombo. Study case allows researchers For understand phenomenon in a way contextual and comprehensive in a natural setting. Subject study is an eye teacher lesson Creed Morals and students class XII as participants main. Focus study directed at the learning strategies used, responses student during the learning process, as well as impact application of deep learning to understanding and internalization values Creed Morals. Data collection techniques were carried out through observation, interview in-depth, documentation, and questionnaires open. Observation used For observe dynamics classroom learning, interviews done For get view subjective from teachers and students, documentation covers notes activity learning and products students, meanwhile questionnaire open given For dig perception student to experience Study they.

Data analysis was performed in a way descriptive qualitative with using the Miles and Huberman model, which includes stages data reduction, data presentation, and data extraction Conclusion. Data validity is strengthened through triangulation sources and techniques.

FINDINGS AND DISCUSSION

Results

Aqidah Akhlak teaching based on a deep learning approach in grade XII at MA Muhammadiyah 01 Tegalombo showed significant changes in student participation, understanding of values, and emotional interaction. Prior to the implementation of this approach, learning relied heavily on lectures and memorization, resulting in students being passive and less able to connect the material to real-life situations. After the deep learning approach was implemented, the classroom atmosphere became more lively, dialogical, and reflective.

Aqidah Akhlak teacher, Alip Andarini, S.Pd., implemented learning through triggers in the form of social cases and reflective questions, addressing issues such as plagiarism, the spread of hoaxes, and the lack of honesty in students' social interactions. This strategy sparked value awareness and opened up space for critical discussion. One statement she made: "They don't just learn

to know, but learn to be. I always ask at the end: What changes do you want to make after understanding today's values?"

The learning process then continued with group discussions, reflective assignments (journals and action plans), and class presentations. The worksheets used included open-ended questions based on real-life situations, which encouraged analytical, synthesis, and evaluation skills. Field documentation demonstrates increased student confidence in expressing opinions, as well as the creation of a collaborative and supportive classroom atmosphere. Activity photos demonstrate enthusiastic expressions, and student journals display personal reflections and demonstrate the process of internalizing values.

Findings from the open-ended questionnaire indicate that 82% of the 40 students stated that this learning experience has helped them better understand and appreciate the values of Aqidah Akhlak (Islamic Faith), particularly honesty, responsibility, and trustworthiness. The following are thematic categories of student responses:

Thematic Category	Percentage	Example of Student Statements
Deeper understanding of moral values	35%	"I now understand the meaning of honesty, not just the definition."
Connection to real life	27%	"It turns out this material is found in everyday problems, such as hoaxes and cheating on assignments."
Reflection and self-change	20%	"I began to realize the importance of responsibility at home and at school."
Active participation in learning and discussions	18%	"Discussions empower me to speak up and listen to my friends' opinions."

Interviews with students reinforced these findings. One student stated: "Now I feel like this lesson is close to my life, not just theory." However, some students (around 18%) found it difficult to adapt, as they were not yet accustomed to reflection-based learning and critical discussions.

The madrasah also responded positively. Aan Wahyuningsih, M.Pd., Deputy Head of Curriculum, explained: "This approach aligns with the goals of values-based education. Students not only know, but also understand and act." Meanwhile, the Madrasah Principal, Suyatni, M.Pd., added: "We see real changes, especially in discipline, courage to express opinions, and class responsibility."

However, the implementation of this approach still faces several challenges, such as time constraints, uneven student readiness, and high demands on teachers' competencies as reflective facilitators. In the initial stages,

some students experienced difficulty expressing opinions and writing reflective journals.

Overall, the deep learning approach successfully increased students' understanding of values, internalization of Islamic teachings, and active student engagement. With the support of madrasas and the readiness of teachers, this approach has the potential to be implemented more widely and sustainably.

Discussion

The research results show that learning Aqidah Akhlak (Islamic Creed) using a deep learning approach significantly encourages students to connect the material to personal experiences and social phenomena. This aligns with the findings that Islamic moral education must not only transfer knowledge but also relate to real-life ethical challenges such as honesty, responsibility, and social awareness (Hasanah, 2022; Haerudin, 2025). This is evident in the students' ability to provide concrete examples, such as cases of dishonesty, hoaxes, and responsibility in everyday life. They not only understand the definition of moral values but also demonstrate an awareness of how to apply them (Mahfud & Zahriyah, 2025).

Reflections through journals indicate a strengthening of the affective and moral dimensions. Students noted changes in attitudes, such as a commitment to greater honesty, responsibility, and respect for the opinions of others. This demonstrates that the learning process is not only informative but also transformative (Hishnuddin, 2025).

Active involvement in discussions fosters courage, empathy, and argumentative skills (Aribah, 2025; Syahroni, 2025). Class documentation shows that students who were previously passive began to participate and express their views. This reflects a shift in learning patterns from mere recipients of information to active learners.

Institutional support also proved to be a crucial factor. Madrasah policies that provide space for innovation accelerated the implementation of meaningful learning (Arif & Chapakiya, 2024). The principal's comment, "This learning not only builds knowledge, but also shapes character," reflects a strengthening of the vision of values- and character-based Islamic education (Kistoro, 2023).

However, field dynamics revealed varying student responses. Some students expressed high enthusiasm, while others were reluctant to participate due to their unfamiliarity with reflective methods and open discussions. This highlights the need for differentiated approaches and enhanced personal

guidance by teachers (Umar, et. al., 2024).

This discussion emphasized that deep learning is not simply a method, but a process that requires a shift in learning paradigm: from memorization to understanding, from knowing to realizing, from theory to internalizing values.

CONCLUSION

The application of deep learning in teaching Aqidah Akhlak at MA Muhammadiyah 01 Tegalombo effectively transformed the learning process from a rote learning model to participatory, reflective, and meaningful learning. This approach not only enhances cognitive understanding but also encourages the internalization and practice of Islamic values in real life.

Theoretically, this research strengthens the integration between modern pedagogy and values-based Islamic education. Practically, the findings demonstrate that teachers can optimize their role as facilitators through reflective, contextual, and collaborative strategies.

The limitations of this study lie in its single-site scope and the inability to measure long-term impacts. Further research is recommended, involving more schools, using mixed methods, and exploring the impact of deep learning on sustainable character formation.

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