



TRANSFORMING ISLAMIC RELIGIOUS EDUCATION THROUGH DEEP LEARNING A CONCEPTUAL FRAMEWORK

TRANSFORMASI PENDIDIKAN AGAMA ISLAM MELALUI PEMBELAJARAN
DALAM KERANGKA KONSEPTUAL

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ABSTRACT

This conceptual paper explores the integration of deep learning methodologies into Islamic Religious Education (PAI) as a transformative approach to enhance student engagement and meaningful learning. While technological advancements have revolutionized educational practices across disciplines, Islamic Religious Education has been relatively slower in adopting innovative pedagogical approaches like deep learning. This article examines the theoretical foundations, challenges, and opportunities for implementing deep learning strategies within PAI contexts. The discussion focuses on how deep learning can facilitate higher-order thinking, promote authentic understanding of Islamic concepts, and develop students' spiritual intelligence while maintaining fidelity to traditional Islamic educational values. The paper proposes a conceptual framework that bridges traditional Islamic pedagogical approaches with contemporary deep learning principles, suggesting practical applications for PAI educators. The integration of deep learning methodologies in PAI holds significant promise for developing religiously literate students capable of applying Islamic principles in their daily lives while critically engaging with complex contemporary issues from an informed Islamic perspective.

Keywords: Deep Learning, Islamic Religious Education, Pedagogical Innovation, Spiritual Intelligence, Educational Technology

ABSTRAK

Makalah konseptual ini mengeksplorasi integrasi metodologi pembelajaran mendalam (deep learning) ke dalam Pendidikan Agama Islam (PAI) sebagai pendekatan transformatif untuk meningkatkan keterlibatan siswa dan pembelajaran bermakna. Sementara kemajuan teknologi telah merevolusi praktik pendidikan di berbagai disiplin ilmu, Pendidikan Agama Islam relatif lebih lambat dalam mengadopsi pendekatan pedagogis inovatif seperti pembelajaran mendalam. Artikel ini mengkaji landasan teoretis, tantangan, dan peluang untuk menerapkan strategi pembelajaran mendalam dalam konteks PAI. Pembahasan berfokus pada

bagaimana pembelajaran mendalam dapat memfasilitasi pemikiran tingkat tinggi, mempromosikan pemahaman autentik tentang konsep-konsep Islam, dan mengembangkan kecerdasan spiritual siswa sambil mempertahankan kesetiaan pada nilai-nilai pendidikan Islam tradisional. Makalah ini mengusulkan kerangka konseptual yang menjembatani pendekatan pedagogis Islam tradisional dengan prinsip-prinsip pembelajaran mendalam kontemporer, menyarankan aplikasi praktis bagi pendidik PAI. Integrasi metodologi pembelajaran mendalam dalam PAI menjanjikan pengembangan siswa yang berliterasi agama dan mampu menerapkan prinsip-prinsip Islam dalam kehidupan sehari-hari mereka sambil secara kritis terlibat dengan isu-isu kontemporer yang kompleks dari perspektif Islam yang terinformasi.

Kata Kunci: Pembelajaran Mendalam, Pendidikan Agama Islam, Inovasi Pedagogis, Kecerdasan Spiritual, Teknologi Pendidikan

A. INTRODUCTION

The landscape of education is experiencing unprecedented transformation driven by technological advancements and evolving pedagogical approaches. Within this dynamic environment, deep learning has emerged as a revolutionary educational paradigm that transcends traditional surface-level knowledge acquisition, promoting profound understanding, critical thinking, and meaningful application of knowledge (Fullan & Langworthy, 2014). However, while many secular disciplines have readily embraced these innovative approaches, Islamic Religious Education (PAI) has typically adhered to more conventional teaching methodologies. This conceptual gap presents both challenges and opportunities for reimagining Islamic education in the contemporary context.

Islamic Religious Education stands at a critical juncture where it must balance fidelity to traditional Islamic educational principles while adapting to meet the needs of students living in an increasingly complex, globalized world. The traditional approach to Islamic education, characterized by memorization and didactic instruction, while valuable for certain aspects of religious learning, may not fully equip students with the analytical skills necessary to navigate contemporary challenges through an Islamic lens (Halstead, 2018). As Lubis (2022) argues, "Islamic education today requires approaches that not only transfer religious knowledge but also develop students' capacity to internalize, critically reflect upon, and authentically apply Islamic principles in diverse contexts."

Deep learning, with its emphasis on developing cognitive skills that facilitate profound understanding and authentic application of knowledge, offers promising pathways for enhancing Islamic Religious Education. Deep learning transcends surface-level knowledge acquisition, encouraging students to connect concepts, think critical-

ly, and apply knowledge in meaningful ways (Darling-Hammond et al., 2020). The integration of deep learning principles into Islamic education could potentially bridge the perceived divide between religious instruction and contemporary pedagogical innovation, creating synergies that enhance both religious understanding and intellectual development.

The integration of deep learning into Islamic Religious Education necessitates careful consideration of the unique characteristics and objectives of Islamic education. Unlike secular education, Islamic education encompasses not only intellectual development but also spiritual growth, character formation, and the cultivation of a God-conscious worldview (Sahin, 2018). Any adaptation of deep learning principles must honor these distinctive aspects while enhancing the educational experience. According to Fauzi (2023), "The implementation of contemporary educational approaches within Islamic education should serve to strengthen, rather than dilute, the core spiritual and moral dimensions that define authentic religious learning."

The potential benefits of integrating deep learning into Islamic Religious Education are manifold. By engaging students in deeper cognitive processes, PAI can move beyond mere transmission of information to foster genuine understanding and internalization of Islamic concepts. Deep learning can help students develop the critical thinking skills necessary to apply Islamic principles in contemporary contexts, engage meaningfully with complex ethical questions, and develop informed responses to challenges facing Muslim communities (Tan, 2021). Additionally, deep learning's emphasis on authentic, meaningful engagement aligns well with the Islamic educational ideal of knowledge as a transformative force that shapes character and conduct.

This paper seeks to explore the theoretical foundations, pedagogical implications, and practical applications of integrating deep learning principles into Islamic Religious Education. By developing a conceptual framework that bridges traditional Islamic educational approaches with contemporary deep learning principles, this paper aims to contribute to the ongoing discourse on the renewal and enhancement of Islamic education. As education systems worldwide continue to evolve, this exploration offers timely insights into how Islamic Religious Education can maintain its distinctive spiritual focus while embracing pedagogical innovations that enhance learning outcomes for Muslim students in the contemporary world.

B. DISCUSSION

Deep learning has emerged as a significant paradigm in educational theory, representing a shift from surface-level information acquisition to profound understanding and meaningful application of knowledge. Marton and Säljö (1976) first distinguished between surface and deep approaches to learning, with the latter characterized by students' intention to understand, connect ideas, and relate concepts to existing knowledge and personal experience. Building on this foundation, contemporary scholars have expanded the conceptualization of deep learning to encompass the development of critical thinking, problem-solving capabilities, and the ability to transfer knowledge across different contexts (Fullan et al., 2018). According to Mehta and Fine (2019), deep learning involves "the ability to understand and use knowledge in novel situations, to synthesize and analyze information, and to connect learning across subject areas and to real-world problems." This multifaceted understanding of deep learning emphasizes that meaningful education transcends memorization, focusing instead on developing cognitive frameworks that enable learners to make sense of and apply knowledge in authentic contexts.

In the specific context of Islamic Religious Education, traditional pedagogical approaches have historically emphasized memorization, transmission of textual knowledge, and adherence to established interpretations. While these methods have successfully preserved Islamic knowledge across generations, contemporary scholars argue for a more dynamic approach that maintains traditional values while incorporating innovative pedagogical strategies. Sahin (2018) proposes a critical-reflective model of Islamic education that honors traditional approaches while encouraging students to engage more deeply with Islamic concepts through critical thinking and personal reflection. Similarly, Shah (2016) advocates for a transformative Islamic pedagogical model that emphasizes authentic understanding and application of Islamic principles rather than mere accumulation of religious information. These perspectives suggest that while traditional approaches remain valuable, Islamic education can be enhanced through pedagogical innovations that promote deeper engagement with religious knowledge.

The intersection of deep learning principles with Islamic educational philosophy reveals significant areas of compatibility. Islamic epistemology has historically valued deep understanding, critical engagement with knowledge, and the practical application of learn-

ing in service of both individual and communal betterment. Dangor (2019) identifies several Islamic educational principles that resonate with deep learning approaches, including tafakkur (contemplation), tadabbur (reflective thinking), and istinbat (derivation of meaning through analysis). Similarly, Fauzi (2023) notes, "The Quranic injunction to reflect upon signs in creation and within ourselves aligns naturally with deep learning's emphasis on meaningful cognitive engagement rather than superficial knowledge acquisition." This conceptual alignment suggests that rather than representing a departure from Islamic educational traditions, thoughtful integration of deep learning principles can actually revitalize key aspects of Islamic pedagogy that emphasize meaningful understanding and application of knowledge.

Despite these areas of compatibility, several challenges exist in implementing deep learning approaches within Islamic Religious Education contexts. Practical constraints such as limited instructional time, large class sizes, and assessment systems that privilege memorization over deeper learning outcomes can hinder innovation (Hashim & Langgulong, 2019). Additionally, concerns about maintaining authenticity and fidelity to traditional Islamic educational values while incorporating contemporary pedagogical approaches must be addressed. As Halstead (2018) observes, there may be resistance to educational innovation if it is perceived as undermining established approaches or importing secular values into religious education. Addressing these challenges requires developing frameworks that thoughtfully integrate deep learning principles with Islamic educational philosophy, demonstrating how such integration can enhance rather than compromise the distinctive spiritual and moral dimensions of Islamic education.

C. CONCLUSION

The integration of deep learning approaches into Islamic Religious Education represents a paradigm shift that can potentially transform how students engage with and internalize Islamic knowledge. Traditional PAI pedagogy has often emphasized memorization of Quranic verses, hadiths, and religious rulings—an approach that, while valuable for preserving textual knowledge, may limit students' ability to develop deeper understanding and meaningful application of Islamic principles. Deep learning strategies, in contrast, encourage students to move beyond surface-level knowledge acquisition to develop conceptual understanding, critical thinking skills, and the ability to apply Islamic teachings in contem-

porary contexts. This transition involves "moving from an emphasis on what to think to how to think within an Islamic framework," enabling students to develop a more authentic and internalized understanding of their faith.

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