

Implementation of Deep Learning in Islamic Education Learning to Improve The Quality of Learning

Tegar Dwi Wibowo

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia

E-mail: tegar.dwi.wibowo25002@mhs.uingusdur.ac.id

Abstract

The rapid advancement of digital technology and the growing complexity of modern educational challenges have created an urgent need to transform the learning paradigm in Islamic education. Traditional instructional models that emphasize memorization and teacher-centered methods are increasingly considered insufficient to nurture critical, reflective, and spiritually grounded learners. This study aims to explore the implementation of *Deep Learning* integrated with the principles of *Mindful Learning*, *Meaningful Learning*, and *Joyful Learning* as a holistic approach to improving the quality of Islamic education. The research employed a qualitative descriptive method, collecting data through observation, interviews, and documentation. The findings reveal that *Deep Learning* encourages students to engage in higher-order thinking, reflection, and contextual understanding of Islamic values; *Mindful Learning* fosters awareness, focus, and spiritual consciousness during the learning process; *Meaningful Learning* strengthens comprehension and the ability to relate religious knowledge to real-life experiences; and *Joyful Learning* cultivates emotional well-being, motivation, and positive engagement. Together, these approaches produce a transformative educational experience that integrates cognitive, affective, and spiritual dimensions. The study concludes that implementing *Deep Learning*, *Mindful*, *Meaningful*, and *Joyful Learning* creates a comprehensive learning ecosystem that not only enhances academic achievement but also builds character, emotional balance, and spiritual maturity, making Islamic education more relevant and impactful in the contemporary era.

Keywords: Deep Learning, Mindful Learning, Meaningful Learning, Joyful Learning, Islamic Education

Introduction

The rapid advancement of digital technology and the evolving landscape of global education have created new challenges and opportunities for Islamic education. Traditional instructional models, which are primarily based on rote memorization and teacher-centered methods, have long served as the foundation of Islamic learning. However, such approaches often limit learners' critical thinking, creativity, and reflective engagement, resulting in a superficial understanding of religious values (Rahman, 2019). As education continues to shift toward more learner-centered paradigms, the need arises for Islamic education to adopt deeper, more transformative learning frameworks that encourage students to think critically, reflect meaningfully, and apply Islamic principles in real-life contexts.

Several studies have examined innovative pedagogical strategies in Islamic education. Ahmad and Yusuf (2021) demonstrated that inquiry-based learning enhances students' engagement and understanding of Qur'anic studies, while Karim (2020) highlighted that reflective learning strengthens moral awareness and ethical reasoning. Nonetheless, these studies tend to focus on isolated techniques and lack integration between cognitive, affective, and spiritual dimensions. There remains a notable gap in research that combines *Deep Learning*—which emphasizes analytical and reflective learning processes—with complementary approaches such as *Mindful Learning*, *Meaningful Learning*, and *Joyful Learning*. Addressing this gap is crucial to formulating a comprehensive educational model that cultivates intellectual depth, emotional intelligence, and spiritual consciousness in harmony.

In the 21st century, education must move beyond the transmission of knowledge toward the cultivation of holistic learners who are aware, engaged, and inspired. The concept of *Mindful Learning* emphasizes full awareness and focus throughout the learning process (Langer, 2016), while *Meaningful Learning* encourages the connection of new knowledge to prior experiences, enabling deeper comprehension and retention (Ausubel, 2000). Meanwhile, *Joyful Learning* highlights the importance of positive emotions, motivation, and enjoyment as catalysts for sustained learning (Fredrickson, 2001). When these three learning principles are integrated with *Deep Learning*, the result is a dynamic and holistic framework that aligns closely with Islamic educational values such as *tafakkur* (reflection), *ikhlas* (sincerity), and *thalabul 'ilm* (the joy of seeking knowledge).

Despite growing attention to learner-centered education, many Islamic schools and institutions continue to rely heavily on traditional approaches. This reliance often limits students' ability to engage deeply, think critically, and experience joy and meaning in their learning. Consequently, this study addresses the problem of how the implementation of *Deep Learning*, integrated with *Mindful Learning*, *Meaningful Learning*, and *Joyful Learning*, can improve the quality and relevance of Islamic education in the modern era.

The purpose of this research was to analyze the implementation of *Deep Learning* within Islamic education and to examine how its integration with *Mindful*, *Meaningful*, and *Joyful Learning* enhances students' cognitive, affective, and spiritual development. Specifically, the study aimed to (1) identify the characteristics of *Deep Learning* in Islamic education, (2) explore how mindfulness, meaning, and joy support deep learning outcomes, and (3) evaluate the holistic impact of these combined approaches on learning quality. It was hypothesized that the implementation of *Deep Learning* significantly improved students' comprehension and reflective understanding; that the integration of *Mindful*, *Meaningful*, and *Joyful Learning* positively influenced motivation and spiritual awareness; and that the combined *Deep–Mindful–Meaningful–Joyful Learning* framework produced a holistic enhancement of Islamic education quality and relevance in contemporary contexts.

Methods

Research Design

This study employs a qualitative descriptive approach. Qualitative research is a form of inquiry that presents and explains data in a narrative form, thereby eliminating the need for numerical representation (Slamet Untung, 2022). Based on the available data, this study employs a field research design. Field research refers to a type of study that involves systematic processes such as observation, interviews, and the collection of various documents. It can also be defined as research conducted systematically, in which the researcher gathers data derived directly from factual conditions observed in the field (Imam Gunawan, 2022).

Research Procedures

The research procedures conducted by the researcher consist of several stages, namely data collection, data reduction and categorization, data presentation, and conclusion research.

Data Collection Techniques

The data collection techniques used by the author are several approaches such as observation, interviews and taking documentation of data that can support or be relevant to the research.

Data Analysis Techniques

The data analysis technique used by the researcher is Miles and Huberman's. According to Miles and Huberman, the stages in qualitative research data analysis are: Data Condensation, Data Presentation, Data Verification, and Conclusion Research.

Results

The findings reveal that the Deep Learning approach significantly contributes to improving the quality of Islamic Education learning through the integration of three essential pedagogical dimensions: *mindful learning*, *meaningful learning*, and *joyful learning*.

First, from the perspective of *Mindful Learning*, students are guided to cultivate full awareness and reflective consciousness throughout the learning process. They learn to internalize Islamic values not only cognitively but also spiritually, fostering an intentional connection between knowledge and lived experience (Rizky Gilang Kurniawan, 2024).

Second, *Meaningful Learning* enables students to link new information with their existing cognitive structures, thereby transforming abstract religious concepts into personally relevant and contextually grounded understanding. This deepens comprehension and supports long-term retention of Islamic principles (Ahmad Syafi'i & Darnaningsih, 2025).

Third, *Joyful Learning* establishes an emotionally positive and engaging learning atmosphere. By creating enjoyable, collaborative, and student-centered experiences, learners develop intrinsic motivation to explore Islamic teachings, perceiving learning as both an act of worship and a source of happiness (Asma & Sahur, 2025).

In sum, the synthesis of these three learning dimensions results in a pedagogical model that is holistic, reflective and transformative. The implementation of *deep learning* within Islamic Education not only enhances cognitive mastery but also nurtures spiritual awareness and emotional well-being, leading to a more integrated and meaningful educational experience.

Discussion

In this section, the author aims to provide a comprehensive analysis of how the implementation of Deep Learning can enhance the quality of Islamic Education (PAI) through the integration of three key paradigms: mindful learning, meaningful learning, and joyful learning. The findings of this study indicate that Deep Learning functions not only as a pedagogical innovation but also as a transformative educational approach that effectively bridges intellectual understanding, emotional engagement, and spiritual awareness. Hence, Deep Learning aligns with the holistic philosophy of Islamic education, which emphasizes the balanced development of human potential encompassing reason (*'aql*), heart (*qalb*), and action (*'amal*) (Ali Wafa et al., 2025).

The implementation of Deep Learning in Islamic Education represents a strategic effort to improve the quality of religious instruction—an effort that extends beyond the cognitive mastery of content to include the development of critical, reflective, and applicative thinking skills. Conceptually, Deep Learning is a pedagogical approach that emphasizes in-depth understanding of concepts, interconnections among bodies of knowledge, and the ability to apply values and knowledge in real-life contexts. This approach demands active learner participation, wherein students do not merely receive information passively but instead construct new meanings and understanding through analysis, reflection, and the practical application of Islamic values in daily life (Julianah & Negeri, 2025).

In the context of Islamic Education, the application of Deep Learning holds strong relevance, as the ultimate goal of Islamic pedagogy is not merely the transmission of religious knowledge but the formation of individuals who are faithful, ethical, and socially responsible. According to Fatmawaty (2024), learning approaches based on Deep Learning significantly increase student engagement compared to conventional methods. Through strategies that emphasize exploration, value analysis, and problem-solving rooted in religious and moral cases, students demonstrate improved higher-order thinking skills (HOTS). This process

strengthens their ability to relate Islamic concepts to the social and cultural realities they encounter in everyday life.

Furthermore, Deep Learning facilitates a transformation in the pedagogical paradigm of Islamic Education. Teachers are no longer positioned solely as sources of knowledge but as facilitators, mentors, and motivators who guide learners throughout the educational process. Teachers encourage students to engage in deep reflection on Islamic teachings, explore knowledge from various sources—such as the Qur'an, Hadith, and other scholarly references within the Islamic intellectual tradition—and relate this understanding to contemporary moral and social challenges. The teacher's role is therefore crucial, as the success of Deep Learning largely depends on the educator's ability to design meaningful, collaborative, and character-oriented learning experiences (Samhudi et al., 2025).

The results of this study are consistent with Nata (2023), who argues that effective religious education must integrate cognitive, affective, and psychomotor dimensions. The implementation of Deep Learning provides opportunities to harmonize these three domains through learning activities that foster active student engagement. For instance, students are not only expected to comprehend theoretical concepts but also to analyze real-life situations in their immediate environment that correspond with the knowledge acquired at school, and to formulate solutions grounded in Islamic principles. This process cultivates reflective awareness and practical competence—hallmarks of contextual and responsive Islamic education in a rapidly changing world.

Empirical evidence from this study further shows that the implementation of Deep Learning in Islamic Education contributes to significant improvements across three major learning domains: cognitive, affective, and spiritual. Cognitively, students demonstrate an enhanced ability to comprehend Islamic concepts deeply and logically. They no longer merely memorize Qur'anic verses, Hadith, or classroom materials; rather, they are able to interpret and explain their meanings and implications within socioreligious contexts. Affectively, Deep Learning fosters stronger religiosity, social empathy, and moral responsibility. Spiritually, students show increased devotion in worship, deeper appreciation of *tawhīd* values, and a greater desire to embody Islamic teachings in daily life (Henryco Syah Qohar & Retno Widyaningrum, 2025).

Moreover, the application of Deep Learning reinforces a reflective culture within Islamic education. Through reflection, students are encouraged to reassess their learning experiences and connect them with the principles of Islam they have studied. Such reflection is not only intellectual but also spiritual, as it requires students to evaluate the extent to which religious knowledge has shaped their attitudes and character. Consequently, Deep Learning contributes directly to achieving the fundamental goal of Islamic education—forming individuals who are

knowledgeable, virtuous, and morally conscious (Efridawati Harahap & Fitri Adawiyah Siregar, 2023).

However, the effectiveness of Deep Learning in Islamic Education is not without implementation challenges. The study found that some teachers still lack a comprehensive understanding of Deep Learning concepts, particularly in relation to instructional design and competency-based assessment. Many educators continue to rely on lecture-based and memorization methods characteristic of *surface learning*, which limit opportunities for students to develop critical and reflective thinking. Additionally, constraints such as limited instructional time, inadequate learning resources, and insufficient institutional support hinder the application of exploratory and collaborative learning models. Therefore, continuous professional development and digital literacy training are essential to enable teachers to design Islamic Education learning environments aligned with Deep Learning principles (Nurhakim et al., 2025).

From a theoretical perspective, the findings of this study reinforce the assumption that Deep Learning is compatible with Islamic epistemology, which regards knowledge (*'ilm*) as a means to attain profound understanding of God and His creation. Islam emphasizes the pursuit of knowledge (*talab al-'ilm*) not merely as cognitive acquisition but as a transformative process leading to behavioral change and moral action. Thus, the implementation of Deep Learning resonates deeply with the essence of Islamic education, which not only teaches “what to know” but also “how to apply it” and “why it holds spiritual and social significance.” (Ashari et al., 2025).

From a practical standpoint, Deep Learning offers a viable alternative model for modern Islamic education. It supports 21st-century learning competencies—creativity, collaboration, communication, and critical thinking—while maintaining a strong foundation in spiritual and moral values. Through the implementation of Deep Learning, Islamic Education can transform into a more dialogical, reflective, and application-oriented process in which learners become active agents in constructing meaning and internalizing Islamic values (Ira Fatmawati, 2025).

In conclusion, the implementation of Deep Learning in Islamic Education has been shown to have a positive impact on improving the quality of learning in intellectual, emotional, and spiritual dimensions. This approach not only enhances students' higher-order thinking skills but also strengthens the internalization of Islamic values in everyday behavior. Nevertheless, the successful implementation of Deep Learning requires systemic support through teacher training, adaptive curriculum development, and the creation of learning environments that foster exploration and reflection. With strong synergy among pedagogical, curricular, and institutional elements, Deep Learning has the potential to become an effective

educational model for realizing Islamic education that is high in quality, character-based, and sustainable.

Mindful Learning

The implementation of Deep Learning based on *mindful learning* represents the first essential method that should be applied by teachers in Islamic Education learning. *Mindful learning* is rooted in the reflective awareness of learners toward what they are learning, why they are learning it, and how that knowledge contributes to their lives. In the context of Islamic Education, this concept aligns closely with the value of *muraqabah*—the awareness of Allah’s presence in every act of learning and doing. Through such consciousness, students become not only more focused and calm but also spiritually receptive to the Islamic values being taught (Nabila & Septiani, 2025).

A study conducted by Nata et al. (2025) in the Journal of Educational Technology and Innovation Research demonstrates that the implementation of Deep Learning through Mindful Learning in Islamic Education significantly enhances students’ reflective and spiritual awareness, particularly when digital media are incorporated in the teaching process. Activities such as reciting prayers before and after lessons, reading the Qur’an during the learning process, and performing congregational prayers help students develop greater awareness of their religious and social responsibilities. This heightened awareness also strengthens students’ concentration and reduces negative distractions often observed among learners in schools (Nata et al., 2025).

From a psychological perspective, *Mindful Learning* is closely associated with the development of spiritual intelligence and self-awareness, both of which form the foundation for the construction of a holistic religious character. For instance, learning activities that begin with a short spiritual reflection or *dhikr* before lessons help students prepare their hearts and minds to receive knowledge peacefully and meaningfully. Thus, *mindful learning* serves as a spiritual and psychological foundation for the establishment of conscious Islamic learning that enhances the overall quality of Islamic Education (Rizal, 2025).

In implementing *Mindful Learning* within the classroom, teachers must maintain close observation of students. Often, some learners struggle to maintain focus and consequently fail to follow the mindful-based Islamic Education process effectively. Therefore, it is crucial that teachers and students develop a strong emotional and spiritual bond throughout the learning process so that the intended goals of improving the quality of instruction can be comprehensively achieved (Suwandi et al., 2024).

Meaningful Learning

The second approach to implementing Deep Learning in Islamic Education involves the use of *meaningful learning*. This model posits that new information becomes meaningful when it is connected to the learner's pre-existing cognitive structures and experiences. In the context of Islamic Education, this means that Islamic teachings become more effective when linked to students' real-life situations, rather than being taught merely through rote memorization of Qur'anic verses or Hadith (Wafi et al., 2025).

The application of Deep Learning through *meaningful learning* enhances learners' critical and reflective thinking abilities when teachers connect religious concepts to social contexts or real-life examples such as honesty, environmental care, and responsibility. This approach leads to a deeper conceptual understanding than traditional lecture-based methods (Wahyudi, 2025).

According to research by Fitriani and Santiani (2025), students who learn through a *meaningful learning* approach exhibit long-term retention of Islamic values and are able to apply them in daily life. For example, when learning about the concept of *ṣidq* (honesty), students do not merely understand the scriptural basis but also reflect on personal experiences and real-life social contexts in which honesty is practiced and tested. Consequently, Islamic Education transcends theoretical instruction and becomes a contextual and applicable value-based experience that learners can internalize and demonstrate in real-world situations (Alya Fitriani & Santiani, 2025).

Furthermore, *meaningful learning* strengthens Higher-Order Thinking Skills (HOTS) in Islamic Education. Students move beyond memorization toward analysis, evaluation, and the creation of new meanings relevant to their lives. This is particularly important in preparing learners to face 21st-century challenges while maintaining moral and spiritual integrity. Therefore, *meaningful learning*, when effectively implemented, can significantly improve the quality of classroom instruction (Khafid Usman et al., 2025).

Accordingly, the teacher's role extends beyond that of a transmitter of knowledge. Teachers must also act as moral mentors—guiding students to apply theoretical understanding in real-life contexts and embodying the Islamic values taught in the classroom. This dual function—cognitive instruction and moral formation—ensures that Islamic Education becomes transformative rather than merely informative.

Joyful Learning

The third dimension, Joyful Learning, emphasizes the importance of cultivating a positive emotional atmosphere in the learning process. This principle aligns with neuroeducation theory, which posits that a positive emotional state enhances memory, motivation, and focus. In Islamic Education, creating an

enjoyable and engaging learning environment serves as an effective medium for instilling Islamic values in a humanistic and inspiring manner (Lutfi & Saihu, 2025).

In practice, the Joyful Learning style can be implemented through educational games, prayer simulations, and collaborative projects. This learning style aims to enable students to learn directly in a pleasant atmosphere without neglecting the learning objectives. The classroom atmosphere and positive mood of each student can create a pleasant learning climate and facilitate student understanding of the material. This confirms that a positive student mood not only enhances the classroom learning atmosphere but also has a significant impact on student understanding and cognitive engagement (Affandi & Megawati, 2024).

In addition, Joyful Learning can be implemented in Islamic Education through creative activities such as storytelling, group presentations, class discussions, and social projects based on charity (*sadaqah*) or environmental awareness. Such activities foster joy in worship and strengthen students' emotional connections with Islamic values. Thus, learning religion becomes a spiritual and emotionally fulfilling experience, rather than a rigid cognitive burden (Eka Purwanti et al., 2025).

In conclusion, Joyful Learning enhances the quality of Islamic Education by transforming tense and monotonous learning styles into more relaxed and engaging ones. Nevertheless, teachers must exercise pedagogical wisdom in its application, recognizing that certain instructional contexts may still require formal and academically structured environments. Therefore, the effective management and balance of Joyful Learning strategies are essential to ensure that the spiritual and academic objectives of Islamic Education are both achieved (Karima & Ma'ruf, 2025).

Integrating Mindful, Meaningful, and Joyful Learning within the Framework of Deep Learning in Islamic Education

The three paradigms—Mindful Learning, Meaningful Learning and Joyful Learning—are not mutually exclusive; rather, they form an interconnected ecosystem of holistic and transformative Islamic Education. Mindful Learning establishes self-awareness and spirituality as the foundation of learning; Meaningful Learning bridges conceptual knowledge with lived experience; while Joyful Learning creates a positive emotional climate that supports active student engagement (Widyastuti et al., 2025).

Studies by Khotimah and Abdan (2025) and Fatmawaty (2024) confirm that implementing Deep Learning in Islamic Education enables the creation of meaningful learning experiences that stimulate students' critical, reflective, and creative thinking. In this approach, teachers act as facilitators and mentors, guiding learners through stages of reflection, exploration, and application of values in real-life contexts. Project-based learning, social case discussions, and collaborative

activities grounded in Islamic principles serve as tangible examples of the integration of these three paradigms (Fatmawaty, 2024).

Conclusion

This study concludes that the implementation of Deep Learning in Islamic Education serves as a transformative pedagogical framework that enhances the quality of learning across cognitive, affective, and spiritual domains. The integration of reflective, contextual, and engaging learning processes enables students to develop higher-order thinking skills, moral awareness, and spiritual consciousness—affirming that Deep Learning aligns with the holistic philosophy of Islamic education, which seeks to harmonize intellect (*'aql*), heart (*qalb*), and action (*'amal*).

The findings imply that Deep Learning provides a viable model for 21st-century Islamic education, supporting the transition from teacher-centered instruction to student-centered and value-based learning. It encourages teachers to act as facilitators and guides in promoting critical reflection and the practical application of Islamic values. However, challenges such as limited teacher competency, insufficient training, and institutional constraints highlight the need for systemic support and curriculum innovation to optimize its implementation.

Future research should explore the long-term impact of Deep Learning on students' spiritual and moral development, as well as its integration with digital learning technologies. Overall, this study reinforces that Deep Learning is not only a pedagogical approach but also a philosophical paradigm that actualizes the essence of *tarbiyah*—the holistic nurturing of intellect, faith, and character—toward achieving high-quality, character-driven, and sustainable Islamic education.

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