

Internalization of Religious Attitudes Students Through Islamic Education Based on Deep Learning at SMK Negeri 2 Temanggung

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ABSTRACT

Islamic Religious Education is not only intended to improve students' religious understanding but also to internalize religious values in their daily lives. However, Islamic Education instruction often emphasizes cognitive aspects, resulting in students' religious knowledge not being fully reflected in their religious attitudes and behavior. This study aims to analyze the implementation of the deep learning approach in Islamic Religious Education and to examine the process of internalizing students' religious attitudes at SMK Negeri 2 Temanggung. This research employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. Data validity was ensured through source and technique triangulation. The findings reveal that the implementation of the deep learning approach is carried out through the integration of three core principles: mindful learning, meaningful learning, and joyful learning, which encourage active student engagement, deeper understanding, and meaningful learning experiences. The process of internalizing religious attitudes occurs through three stages: value transformation, value transaction, and value transinternalization. The implementation of the deep learning approach contributes to the development of students' religious awareness, honesty, responsibility, and respect toward teachers and peers. Therefore, the deep learning approach has significant potential as an effective instructional strategy in Islamic Religious Education for strengthening the internalization of religious values and character development in vocational education settings.

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Introduction

Education plays a vital role in shaping human resources intellectually, morally, and

spiritually. Law No. 20 of 2003 on the National Education System Emphasizes that education aims to develop students' potential so that they may become individuals of faith, who are devout to God Almighty, possess noble character, and are capable of living responsibly within society. In this context, Islamic Religious Education serves a strategic function as a means of shaping students' character and stilling religious values. Islamic Religious Education in instruction is not only intended to convey religious knowledge but also to foster attitudes and behaviors consistent with Islamic teachings.

In practice, Islamic Education instruction still faces various challenges. Instruction is often focused on cognitive aspects, leading students to memorize religious concept rather than understand and internalize their underlying meanings. Consequently, students' religious understanding is not fully reflected in their daily religious behavior. Understanding Islamic Education material does not significantly influence students' level of religious observance (Firdaus, 2022). Similar findings were also presented by (Putri & Amin, 2024), who stated that a high level of religious knowledge not always accompanied by a high level of religious behavior among students. This situation indicates a gap between the mastery of religious knowledge and the internalization of religious values in real life.

The internalization of values is the process of deeply instilling values so that they become part of an individual's consciousness and influence their mindset, attitudes, and behavior (Berger & Luckmann, 1967). In the context of Islamic Education, the internalization of religious values is the primary goal of learning because the success of religious education is measured not only by students' ability to understand the material but also by their ability to practice Islamic values in daily life. (Muhaimin, 2012) explains that the process of value internalization occurs through three stages: value transformation, value transaction, and value transinternalization. Through these stages, students not only receive information about religious values but also internalize them and use them as a guide for their actions.

Efforts to improve the success of internalizing religious values require a learning approach that encourages students' active engagement in the learning process. One approach currently gaining attention in the field of education is the deep learning approach. Deep learning is a learning approach that emphasizes deep understanding, the connection between subject matter and real-world experiences, and students' ability to reflect on and apply the knowledge they have gained in various life contexts (Feriyanto & Anjariyah, 2024). This approach is based on three main principles: mindful learning, meaningful

learning, and joyful learning. These three principles encourage students to learn consciously, meaningfully, and enjoyably so that learning does not stop at mastering concepts but continues to the formation of attitudes and character.

In Islamic Education instruction, the deep learning approach is considered relevant because religious material requires not only conceptual understanding but also internalization and application in daily life. Through meaningful and contextual learning, students can connect Islamic values with their life experiences, thereby making the process of internalizing religious values more effective. Furthermore, this approach aligns with the demands of 21st-century education, which emphasizes critical thinking, reflection, collaboration, creativity, and communication skills among students, without neglecting their moral and spiritual development.

Several previous studies have shown that the deep learning approach has a positive impact on the quality of learning. (Khotimah & Abdan, 2025) found that the implementation of deep learning in Islamic Education instruction was able to increase students' active participation and deepen their understanding of religious material. (Wijaya et al., 2025) also explain that the application of the principles of meaningful learning, mindful learning, and joyful learning can improve students' critical thinking skills, character, and social skills. Meanwhile, (Rahmawati et al., 2025) conclude that the deep learning approach in Islamic Education instruction contributes to improvements in students' cognitive, character, and spiritual aspects. However, most of these studies focus on the effectiveness of learning and the improvement of learning outcomes, whereas studies specifically examining the process of internalizing students' religious attitudes through deep learning-based Islamic Education instruction remain relatively limited, particularly in the context of vocational education.

SMK Negeri 2 Temanggung is a vocational high school that has implemented a deep learning approach in several subjects, including Islamic Religious Education. In addition to focusing on the development of vocational competencies, the school also organizes various religious activities aimed at fostering students' religious character. These conditions make SMK Negeri 2 Temanggung a relevant location to examine how the deep learning approach is implemented in Islamic Religious Education instruction and how the process of internalizing religious attitudes unfolds among students.

Based on the above description, this study aims to analyze the implementation of the

deep learning approach in Islamic Religious Education instruction as well as the process of internalizing religious attitudes among students at SMK Negeri 2 Temanggung. This study is expected to contribute to the development of deep learning-based Islamic Religious Education while serving as a reference for teachers in designing lessons that not only enhance students' understanding but also strengthen the internalization of religious values in daily life.

Method

This study employs a case study approach to conduct an in-depth examination of the implementation of the deep learning approach in Islamic Religious Education instruction, as well as the process of internalizing religious attitudes among students at SMK Negeri 2 Temanggung. The case study approach was chosen because it allows the research to understand the phenomenon comprehensively within a real and specific context (Abdussamad, 2021). The data used consists of qualitative data obtained from primary and secondary sources. Primary data was collected through observations of the Islamic Education learning process, interviews with Islamic Education teachers and students, while secondary data was obtained from learning documents, teaching modules, and various other supporting documents. Data collection techniques were conducted through observation, and drawing conclusions, as outlined by Miles and Huberman. To ensure data validity, source triangulation and methodological triangulation were employed by comparing the result of observations, interviews, and documentation, thereby yielding credible and accountable data (Sidiq & Choiri, 2019). The research conclusions were derived through the interpretation of the analyzed data to describe the implementation of the deep learning approach in Islamic Education instruction as well as the process of internalizing religious attitudes among students at SMK Negeri 2 Temanggung

Results and Discussion

1. Implementation of the Deep Learning Approach in Islamic Religious Education at SMK Negeri 2 Temanggung

The research results indicate that the implementation of the deep learning approach in Islamic Religious Education instruction at SMK Negeri 2 Temanggung is carried out through the application of three main principles: mindful learning, meaningful learning, and joyful learning. These three principles are integrated into the instructional process from the planning stage through implementation to evaluation.

The deep learning approach is not understood as a new curriculum but rather as a learning approach oriented toward deep understanding, active student engagement, and the ability to connect knowledge with real-life contexts. In its implementation, Islamic Education teachers strive to shift the learning model from a teacher-centered approach to a more student-centered approach.

a. Mindful Learning in Islamic Religious Education

The principles of mindful learning are applied by fostering students' awareness of the objectives and meaning of the learning process. Before introducing the lesson material, teachers provide stimuli in the form of thought-provoking questions, social phenomena, or current events relevant to the lesson. This strategy aims to spark students' curiosity while helping them understand the relevance of Islamic education to their daily lives.

In the ethics unit, for example, the teacher connects the discussion on honesty to the phenomenon of social media misuse and dishonest behavior frequently encountered in the students' environment. Through such activities, students do not merely passively receive information but are encouraged to reflect on their personal experiences and offer responses based on their understanding.

These findings indicate that the learning process has incorporated the principle of learning awareness, as proposed by (Feriyanto & Anjariyah, 2024), namely that mindful learning encourages students to understand the reasons why they are studying a particular subject, so that learning is not merely task-oriented but focuses on the process of making sense of the knowledge itself.

These results align with the research by (Rahmawati et al., 2025), who found that the application of mindful learning in Islamic Education instruction enhances student engagement because they understand the learning objectives more clearly. The learning awareness that develops within students serves as a crucial foundation for fostering a deeper understanding of Islamic values.

b. Meaningful Learning in Islamic Religious Education

Meaningful learning is a principle of deep learning that enables students to understand the material in a deep and comprehensive manner. Meaningful learning occurs when students are able to connect the learning material with their experiences and real life. In a theoretical study by (Astuti & Ismail, 2025), it is explained that the aim

of Islamic Religious Education is for students to be able to understand and practice Islamic teachings in real life.

Based on the research findings, Islamic Religious Education teachers implement meaningful learning by relating the learning material to daily life and the professional world in accordance with the students' fields of study. Teachers explained that the material is linked based on the characteristics of the students' majors; for example, linking honesty to the culinary arts major, and in the fashion design major, teachers instill the value of trustworthiness in the workplace. This demonstrates that learning does not focus solely on the delivery of theory but also on the connection between concepts and the students' real-life experiences.

This aligns with the views of Marton and Säljö, who state that deep learning emphasizes a deep understanding and the interconnection of concepts within real-life contexts, rather than mere memorization. Furthermore, meaningful learning in deep learning enables students to gain a deep understanding of the material.

Meaningful learning also indicates that teachers have fulfilled the learning objectives of Islamic Religious Education as outlined by Muhaimin, namely to shape students who possess faith, piety, and noble character through the practice of Islamic values in daily life. When students are able to understand the connection between Islamic Religious Education material and real life and the working world, learning becomes easier to understand and more meaningful for them.

c. Joyful Learning in Islamic Religious Education

Joyful learning is a principle of deep learning that emphasizes a pleasant learning environment through creative, exploratory, and innovative activities. Enjoyable learning can boost motivation and make students more active in the learning process.

Based on research findings, Islamic Religious Education teachers implement joyful learning through educational games, digital learning media, and creative project assignments. Teachers use simple games for tajwid lessons and assign projects such as videos, articles, and poems for akhlak lessons, tailored to students' abilities.

The use of these creative projects aligns with the project-based learning strategy within the deep learning approach, which engages students in exploratory activities and leads them to produce works as a demonstration of their understanding of the values being taught. Additionally, teachers utilize digital learning tools such as Quizizz and Kahoot to boost students' motivation. The use of interactive media demonstrates that

teachers have actively fulfilled their role in deep learning as facilitators who leverage technology to enrich learning and enhance student engagement.

Students reported that learning felt more enjoyable due to the inclusion of games and interactive media. Observation results also indicated that the learning atmosphere was relaxed yet conducive, leading students to participate more enthusiastically. A pleasant learning atmosphere helps students more readily absorb the religious values conveyed by the teacher. This supports the internalization of values, as students engage in learning without pressure and with positive emotional involvement.

This aligns with the theory of joyful learning, which emphasizes learning through activities that involve creativity, exploration, and a pleasant learning environment. The use of interactive media and learning projects also demonstrates that teachers are striving to adapt instruction to technological advancements and the characteristics of students in today's era. As a result, students not only gain an understanding of the material but also enjoy a pleasant and meaningful learning experience.

Consequently, the implementation of joyful learning in Islamic Education instruction has helped create active, creative, and enjoyable learning experiences, thereby motivating students more in their studies and making it easier for them to understand religious values.

2. The Process of Internalizing Students' Religious Attitudes in Deep Learning Approaches Islamic Religious Education at SMK Negeri 2 Temanggung

The research findings indicate that the implementation of the deep learning approach in Islamic Religious Education not only influences students' understanding but also contributes to the process of internalizing religious attitudes. This internalization occurs gradually through the processes of value transformation, value transaction, and value transinternalization, as proposed by (Muhaimin, 2012). These three stages are evident in various learning activities and religious practices carried out within the school environment.

a. The Transformation of Religious Values in Islamic Education

The value transformation stage is the initial stage of internalization, which occurs through the transmission of religious values from teachers to students. At this stage, teachers serve as the primary source of understanding regarding Islamic teachings, moral values, and the importance of applying these values in daily life.

Research findings indicate that Islamic Education teachers consistently integrate religious values into every lesson. The delivery of content does not focus solely on conceptual aspects but also emphasizes the religious values embedded within the material being studied. Teachers explain the connection between the lesson content and the behavior students should demonstrate as Muslims.

In deep learning-based instruction, the process of value transformation is not achieved through lectures alone. Teachers employ various contextual approaches that enable students to understand the reasons and meanings behind each taught value. Consequently, students not only know what is right and wrong according to Islamic teachings but also understand why these values are important to apply in their lives.

These findings indicate that the deep learning approach supports the process of value transformation more effectively because students gain a deeper understanding compared to learning that is solely focused on memorization. These research results are consistent with the findings of (Dzulfiqar & Miskiyah, 2026), who state that deep learning is capable of shifting the focus of learning from mere mastery of subject matter toward a deeper understanding and internalization of religious values.

b. The Transmission of Religious Values in Islamic Education

The value-transmission stage occurs when students begin to actively engage in the learning process and respond to the values conveyed by the teacher. At this stage, two-way interactions take place, enabling students to develop a deeper understanding and learning experience.

Based on research findings, value transactions take place through various learning activities such as group discussions, question-and-answer sessions, learning reflections, case studies, and presentations of discussion outcomes. In these activities, students are given the opportunity to express their views, experiences, and understanding regarding various issues related to Islamic values.

Through discussion and reflection, students do not merely passively receive values but also engage in critical thinking regarding the values being studied. They are encouraged to analyze various social phenomena occurring in their surroundings and connect them to Islamic teachings. This process enables students to understand the relevance of religious values to the real-life situations they face.

The meaningful learning approach, which is part of deep learning, provides ample space for students to construct their own understanding based on their experiences. This makes religious values easier to accept and understand because they are acquired through a meaningful learning experience.

This finding supports the research by (Khotimah & Abdan, 2025), which shows that deep learning-based Islamic Education is capable of enhancing students' reflective abilities in connecting religious values with daily life. The higher the students' engagement in the learning process, the greater the likelihood of deep internalization of these values.

c. The Transinternalization of Religious Values in Islamic Education

The transinternalization stage is the deepest stage in the process of value internalization. At this stage, religious values are no longer merely understood or discussed, but have become part of the students' consciousness and are reflected in their daily behavior.

Research findings indicate that some students began to exhibit behavioral changes after participating in Islamic Education instruction based on deep learning. These changes are evident in increased awareness regarding the performance of religious rituals, the habit of praying before and after activities, a sense of responsibility toward assignments, honesty in the learning process, and increased respect for teachers and peers.

In addition to classroom learning, the process of internalizing values is also reinforced by various religious activities that have become part of the school culture, such as regular worship, spiritual activities, and other religious practices. The synergy between classroom learning and the school environment creates conditions that support the continuous development of students' religious attitudes.

These findings indicate that the internalization of religious values cannot occur solely through the delivery of instructional content. Learning experiences are needed that enable students to understand, feel, and practice the values they have learned. In this context, the deep learning approach provides students with the opportunity to experience this process through reflective, contextual, and participatory learning.

The results of this study align with the research by (Mangestuti & Aziz, 2023),

which states that the formation of students' religiosity is influenced by learning experiences, the school environment, habituation, and supportive social interactions. Thus, the successful internalization of religious values is the result of the integration between the learning process and a conducive educational environment.

Based on the research findings, the process of internalizing students' religious attitudes in Islamic Religious Education based on deep learning occurs through three interrelated stages: value transformation, value transaction, and value transinternalization. These stages indicate that the formation of religious attitudes does not occur instantly but rather through a continuous process ranging from understanding and internalizing values to applying them in daily life.

The application of mindful learning principles plays a role in building students' awareness of the importance of religious values. Furthermore, meaningful learning helps students connect these values with their life experiences. Meanwhile, joyful learning creates a learning atmosphere that supports openness, reflection, and active student engagement in the process of value internalization.

Thus, the implementation of deep learning in Islamic Religious Education at SMK Negeri 2 Temanggung not only improves students' understanding of religious material but also contributes to the development of religious attitudes reflected in their daily behavior. These findings indicate that the deep learning approach holds great potential to be developed as an Islamic Religious Education learning strategy focused on character development and the internalization of Islamic values.

Conclusion

The research findings indicate that the implementation of the deep learning approach in Islamic Religious Education at SMK Negeri 2 Temanggung was carried out through the application of three main principles: mindful learning, meaningful learning, and joyful learning. These three principles were realized through student-centered, contextual, and reflective learning, as well as by linking Islamic Religious Education material to students' real-life experiences. The application of this approach is able to increase students' active engagement, deepen their understanding of religious material, and create a more meaningful and enjoyable learning experience.

The process of internalizing students' religious attitudes occurs through three stages: value transformation, value transaction, and value transinternalization. During the value

transformation stage, teachers convey and instill religious values through Islamic Religious Education instruction. Subsequently, during the value transaction stage, students actively engage in discussions, reflections, and various learning activities that foster a deeper understanding of these values. As for the stage of transinternalization of values, religious values begin to take root within the students and are reflected in their daily behavior, such as an increased awareness of worship, honesty, responsibility, and a respectful attitude toward teachers and peers.

Thus, the deep learning approach not only contributes to enhancing students' understanding of Islamic Religious Education material but also supports the internalization of religious attitudes through meaningful, conscious, and enjoyable learning. These findings indicate that the deep learning approach has strong potential to be developed as a learning strategy in Islamic Religious Education to strengthen the formation of students' religious character, particularly in vocational education settings.

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