



Implementation of the deep learning approach in akidah akhlak instruction for strengthening islamic social awareness values among students of mi nurul huda raji, demak

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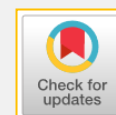
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ABSTRACT

This study aims to describe the implementation of the deep learning approach in Akidah Akhlak instruction to strengthen Islamic social awareness values among students at MI Nurul Huda Raji, Demak. The background of this research is based on the fact that some students still demonstrate inconsistent social behavior that does not fully reflect Islamic moral values in their daily lives. This research employed a descriptive qualitative approach, with data collected through observations, in-depth interviews, and documentation. Data analysis was carried out through data reduction, data display, and conclusion drawing, with triangulation applied to enhance the validity of the findings. The results indicate that Akidah Akhlak teachers implemented deep learning strategies through integrative, reflective, contextual, and experiential approaches in the learning process. The impact of the learning is reflected in students' improved Islamic social behavior, such as empathy, trustworthiness, cooperation, and active participation in religious and social activities within the school environment. Supporting factors include teachers' exemplary conduct, the school's religious culture, and parental involvement, while inhibiting factors relate to limited instructional time and diverse student characteristics. The study concludes that the deep learning approach is effective in sustainably strengthening students' Islamic social awareness when integrated with consistent habituation and a conducive Islamic learning environment.

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Introduction

Islamic Creed and Character Education instruction serves as a fundamental pillar in shaping students' character in Madrasah Ibtidaiyah. Aqidah builds correct faith, while Akhlak encourages students to live in accordance with Islamic teachings both spiritually and socially. Daradjat (2005) emphasized that moral education does not only teach theoretical concepts but also focuses on habituation of commendable attitudes and behaviors in real life. This aligns with Al-Attas (1990) who asserted that the primary goal of Islamic education is to produce *muta'addib* individuals persons of adab who exhibit strong faith, morality, and social

responsibility. Therefore, Akidah Akhlak instruction requires strategies that involve experiential learning and teachers' exemplary behavior to maximize the internalization of Islamic social values. Ulwan (2015) also highlighted that students imitate and shape their behavior based on figures and the closest environment in the moral development process. Thus, teachers function as Islamic role models for students in school and society.

Deep learning is an instructional approach that requires students to understand concepts deeply, relate them to real-life experiences, and apply them in actions. Johnson (2002) stated that deep learning helps learners construct meaning through contextual, reflective, and collaborative learning. In Islamic education, this approach supports the internalization of moral values through the balanced use of reason, emotion, and behavior. Through deep learning, teachers act as facilitators who guide students to explore values, analyze problems, and make decisions based on Islamic moral principles (Lickona, 2013). This aligns with Muhaimin (2011), who argued that students must be trained to translate religious teachings into concrete practices that bring social benefit. Islamic social awareness reflects students' understanding and fulfillment of their social responsibilities within society, including values such as Islamic brotherhood (*ukhuwah Islamiyah*), trustworthiness (*amanah*), cooperation (*ta'awun*), and caring for others (Mujahidun, 2020). These values must not remain theoretical but should manifest in real behaviors such as helping peers, respecting differences, and participating in social activities.

Bandura (1986) noted that changes in social behavior occur through observation and imitation of consistent behavioral models. Therefore, the school environment, religious culture, and teacher role modeling are essential to the success of developing Islamic social awareness. When the values being taught are reinforced through consistent habituation and supervision, students' Islamic social character will develop sustainably (Nizar & Yusron, 2023).

Akidah Akhlak learning in Madrasah Ibtidaiyah (MI) plays a vital role in shaping the character and personality of students according to Islamic teachings. At the primary level, students must be guided not only to understand but also to practice social moral values such as empathy, cooperation, responsibility, Islamic brotherhood, and care for others in community life. However, current realities show tendencies toward weakening social concern, increasing individualism, and students' lack of awareness of their social and religious environment. Therefore, Akidah Akhlak instruction must be designed to be more meaningful and oriented towards strengthening students' Islamic social character.

The deep learning approach is considered a relevant learning strategy to address these challenges. This approach emphasizes not only cognitive development but also critical thinking, moral reflection, and experiential learning in social life. In Akidah Akhlak instruction, deep learning allows students to construct an understanding of Islamic social values through contextual, collaborative, and problem-based activities closely related to their daily lives. This approach aligns with the goal of Islamic education, which is to develop faithful and moral individuals who consciously practice Islamic values in their social behavior.

Preliminary observations conducted at MI Nurul Huda Raji, Demak, show that teachers have attempted to instill Islamic social values such as discipline, charity habits, kindness, and cooperation. However, some students remain passive and show inconsistent social behavior, both at school and in the community. This indicates a gap between the ideal expectations of Akidah Akhlak instruction and its real implementation in forming Islamic social awareness. Therefore, a more transformative learning strategy is needed to ensure effective internalization of values. Theoretically, this study strengthens the notion that Islamic religious learning must integrate knowledge and practice in students' daily lives (Sutrisno, 2023). Practically, implementing deep learning in Akidah Akhlak instruction is expected to reinforce Islamic social awareness through direct experience and teachers' role modeling as examples of Islamic behavior.

Based on the aforementioned background, this research focuses on three main problems: (1) how the deep learning approach is implemented in Akidah Akhlak instruction at MI Nurul Huda Raji, Demak; (2) how Islamic social awareness is strengthened through the

implementation of deep learning in Akidah Akhlak learning; and (3) what supporting and inhibiting factors affect the effectiveness of implementing this approach in strengthening students' Islamic social awareness. Therefore, this study aims to describe the implementation of the deep learning approach in Akidah Akhlak instruction and analyze the strengthening of Islamic social awareness among students, including identifying supporting and inhibiting factors as a basis for improving Islamic education strategies in Islamic elementary school.

Theoretical

Islamic Creed and Character Education plays an essential role in shaping students' character so that they can live according to Islamic teachings both spiritually and socially. Character education becomes a primary focus because it establishes the foundation of a Muslim's personality from an early age (Hidayat & Mukhlis, 2023). Therefore, Akidah Akhlak instruction at the madrasah level must be directed toward helping students understand, internalize, and practice moral values in real-life contexts. Islamic social morals reflect the ability of Muslims to maintain harmonious relationships with others (*hablun minannas*), including empathy, cooperation, and social care (Nugraha & Rohman, 2022). In the context of education, these values should be cultivated through habituation and meaningful learning experiences so that good behavior consistently manifests as strong Islamic character.

Islamic social awareness refers to students' willingness and ability to act positively in social interaction based on Islamic values, such as helping others, respecting differences, and promoting tolerance (Nasution et al., 2024). When moral values are manifested in real actions, Islamic religious education successfully integrates the aspects of *knowing-being-doing* within students (Lickona, 2019). The deep learning approach strengthens the internalization of values because it emphasizes deep conceptual understanding that is relevant to students' everyday lives (Bao, 2020). This approach does not merely deliver content but encourages critical analysis, moral discussion, and real social experiences, allowing students to reflect upon and apply Islamic moral values concretely.

From the perspective of Islamic education, deep learning aligns with the goal of *ta'dib*, which integrates knowledge, faith, and action to produce behavior that reflects noble character (Syam & Wahyuni, 2023). Teachers act as facilitators who help students connect moral teachings with social phenomena they encounter. Teachers' role modeling is also a crucial factor in developing Islamic social awareness. According to Bandura's theory (2020), observing and imitating consistent behavioral models accelerates character formation. In a madrasah context, teachers become the primary figures influencing students' social behavior through exemplary and consistently demonstrated practices.

Furthermore, the school's religious culture reinforces deep learning implementation by providing spaces for habituation of values through routine activities such as congregational prayer, charity (*infak*), and school community service. A learning environment that consistently promotes Islamic values has been shown to be effective in fostering prosocial behavior among students (Prasetyo, 2022; Yusron & Nizar, 2023)

Method

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the implementation of the deep learning approach in Islamic Creed and Character Education to strengthen Islamic social awareness among students of MI Nurul Huda Raji, Demak. This approach was chosen because it is appropriate for revealing meaning, processes, and learning experiences that naturally occur in the classroom setting (Moleong, 2017).

The research was conducted at MI Nurul Huda Raji, Demak, an Islamic elementary school with a strong religious culture, making it relevant as a research site for studying the internalization of social moral values. The subjects of this study were the Akidash Akhlak teacher as the main implementer of instruction, supported by the head of the madrasah and several students as additional informants. Informants were selected using purposive sampling

based on their ability to provide appropriate information in accordance with the focus of the study.

Data were collected through observations, in-depth interviews, and documentation. Observations were conducted in a participatory manner to examine the learning process applying the deep learning approach, teacher–student interactions, and students’ social behaviors during learning activities. Interviews were conducted to explore the strategies used by the teacher to strengthen Islamic social values, as well as the perceptions of students and the head of the madrasah regarding observed character changes. Documentation was used to collect physical evidence such as lesson plans (ATP and teaching modules), school activity records, classroom photos, and students’ reflections.

Data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing conducted repeatedly until valid and strong findings were obtained (Miles, Huberman, & Saldaña, 2014). Data validity was ensured through source and technique triangulation as well as member checking by confirming the findings with informants, thereby ensuring accuracy and credibility.

The researcher upheld ethical considerations in Islamic educational research by protecting informants’ confidentiality, ensuring that the entire process was carried out with the school’s consent, and maintaining honesty and fairness in data collection and presentation (Aliwan, 2025). Through this research design, it is expected that a comprehensive description can be obtained regarding effective deep learning-based strategies in Islamic Creed and Character Education for strengthening students’ Islamic social awareness.

Results and Discussion

The findings of this study indicate that the implementation of the deep learning approach in Islamic Creed and Character Education at MI Nurul Huda Raji has positively influenced the improvement of students’ Islamic social awareness. The teacher integrated Islamic social values such as empathy, trustworthiness (*amanah*), care, and cooperation (*ta’awun*) into instructional materials by emphasizing a deep understanding of Islamic moral teachings. This helped students not only comprehend the content cognitively but also relate it to everyday social behaviors.

Based on observations and interviews, significant changes in students’ social behavior were identified. Students showed improvement in helping classmates experiencing difficulties, maintaining classroom order and cleanliness, and actively participating in religious activities such as charity (*infak*) and group prayers. These findings reinforce Bandura’s (1986) assertion that social behavior can be formed through observation, imitation, and habituation within a conducive learning environment.

Additionally, students became more responsive to social issues around them. They were more willing to engage in discussions about humanity from an Islamic perspective and showed increased confidence in expressing their opinions regarding the importance of respect and mutual assistance. This condition reflects the core of deep learning, which emphasizes analytical thinking, reflection, and value internalization (Johnson, 2002).

The religious culture of the madrasah also strengthened instructional outcomes. Activities such as congregational prayer, orderly queuing, and routine charity programs reinforced Islamic social values consistently. Teacher role modeling became a crucial factor encouraging students to apply Islamic social values in everyday life, as Ulwan (2015) emphasized that modeling is the most effective method in moral education.

However, several challenges emerged, including limited instructional time which sometimes restricted opportunities for deeper value integration activities. Moreover, some students required personal guidance to build internal motivation to apply Islamic moral values consistently. These barriers, however, can be addressed through collaboration between teachers and the school in strengthening value-based habituation programs.

Overall, the results demonstrate that deep learning implementation in Islamic Creed and Character Education provides positive and sustainable impacts on developing students’ Islamic

social awareness. With a learning approach oriented towards deep understanding, habituation, and exemplary modeling, students can internalize Islamic social values and apply them in real behaviors within the school and wider community.

Beyond increased empathy and social care, students showed progress in responsibility (*amanah*). They became more accustomed to performing classroom duties without reminders, safeguarding personal property and school facilities, and demonstrating discipline in religious and academic activities. This reflects the internalization of *amanah* as an essential aspect of Islamic social morality (Daradjat, 2005).

Students also improved in their ability to collaborate and communicate positively. They were more active in discussions, respected differing opinions, and completed group projects with fair division of roles. This emerging cooperation aligns with the concept of *ta'awun* in Islamic education, emphasizing the strengthening of social solidarity (Mujahidun, 2020).

Moreover, reflection activities integrated by the teacher—such as guided questioning and journaling—made students more aware of the moral consequences of their actions. They learned to evaluate themselves after interacting with peers and their environment, thus developing not only behavioral awareness but also deeper moral awareness (Lickona, 2013).

The effectiveness of deep learning was further demonstrated by students' proactive participation in social initiatives. Some students encouraged peers to donate more frequently or assist school custodians. These actions illustrate the development of proactive character aligned with the principle of *amar ma'ruf* in Islam (Al-Attas, 1990). Teachers' exemplary behavior—politeness, keeping promises, and involving students in real social acts—served as strong behavioral models, affirming Bandura's (1986) theory of observational learning.

The school's religious environment also expedited value internalization. Programs such as *dhuha* prayer, Friday cleaning, and community service during Islamic events strengthened students' learning experience in applying Islamic values in real social contexts. This type of cultural-based character education is proven effective in promoting prosocial behavior (Nizar & Yusron, 2023). Nonetheless, some students still require intensive guidance, particularly in emotional regulation and behavioral consistency. Issues such as reluctance to share or lack of concern for cleanliness persist in certain students, posing challenges for teachers to continuously provide personal support and positive reinforcement. These challenges highlight the need for strong collaboration among teachers, parents, and the madrasah so that character reinforcement continues beyond school settings (Ulwan, 2015).

Tabel

No	Research Questions	Key Findings	Empirical Evidence in the Field
1	How is the deep learning approach implemented in Islamic Creed and Character Education?	The teacher applies integrative, reflective, contextual, and experiential learning strategies	Value-based discussions, social case studies, simple social action activities, and end-of-lesson reflections
2	How are Islamic social awareness values strengthened among students?	Improved behaviors in empathy, trustworthiness (<i>amanah</i>), cooperation (<i>ta'awun</i>), and participation in religious and social activities	Students actively help peers, maintain cleanliness and order, participate in charity and Friday Clean-Up activities, and show increased respect
3	What are the supporting and inhibiting factors in implementing deep learning?	Supporting factors: teacher role-modeling, religious school culture, contextual learning Inhibiting factors: limited instructional time, diverse	Religious programs and school community service support implementation; some students remain passive and struggle with emotional control

student characteristics,
limited teaching media

Conclusion

The Based on the results of the study on the implementation of the deep learning approach in Islamic Creed and Character (Aqidah Akhlaq) instruction to strengthen Islamic social awareness among students at MI Nurul Huda Raji, Demak, several conclusions can be drawn.

1. First, the Islamic Creed and Character teacher has implemented deep learning strategies by integrating contextual, reflective, and experiential learning approaches. The instruction does not merely focus on cognitive aspects but also guides students to connect moral values with their daily social life through discussions, observation, and habituation of positive behaviors.
2. Second, the implementation of deep learning has had a significant impact on the development of Islamic social awareness among students. This is reflected in behavioral improvements related to empathy, responsibility, care for others, and cooperation both in the school environment and in the community. Students demonstrate initiative in engaging in socially commendable actions as a form of practicing the Islamic moral values they have learned.
3. Third, the supporting factors that contribute to the successful implementation of this approach include teacher role-modeling, the school's religious culture, and parental support. Meanwhile, several inhibiting factors are related to the limited instructional time, diverse student characteristics, and insufficient structured learning media for integrating Islamic social values.

These findings indicate that deep learning-based Islamic Creed and Character instruction is an effective approach and can be used as a model for strengthening Islamic social character at the Madrasah Ibtidaiyah level. Therefore, this strategy needs to be further developed through more creative, collaborative, and well-planned learning designs to facilitate students in continuously internalizing and practicing Islamic values. As a recommendation, teachers should enhance their competence in applying deep learning approaches through professional training and collaboration. The madrasah is also encouraged to reinforce its religious culture and provide adequate facilities to support Islamic character development programs. In addition, future research may expand its focus on assessing moral development using more diverse instruments and involving greater participation from families and the community to strengthen the synergy of Islamic character education

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