
Transformation of Qur'an and Hadith learning with a deep learning approach

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Abstract: The 21st century presents challenges where everything is experiencing rapid development, impacting everyone, including education. Subjects in madrasas and schools are also affected, one of which is the subject of the Qur'an and Hadith, or learning the Qur'an and Hadith. If not immediately adapted, it will stop at memorizing verses and hadith without understanding their meaning and practice. This study attempts a solution using a deep learning approach in learning the Qur'an and Hadith. This study uses a conceptual qualitative approach with a collection method and library research, focusing on deep learning and learning the Qur'an and Hadith. The data used as data sources are books and journals with national reputations and from the last ten years. The results show that the deep learning approach can be used as a path to transformation in the learning of the Qur'an and Hadith. Who is because deep learning is in-depth, comprehensive, meaningful, and enjoyable. Who can be a solution to the learning of the Qur'an and Hadith, which have so far seemed boring and focused on text without context. The approach to learning the Qur'an and Hadith must be changed by using a deep learning approach to create effective and efficient learning and adapt to the needs of the modern era of the 21st century. This research can become knowledge that can be developed into a future scientific treasure.

Keywords: Deep learning, Quran, Hadith

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Introduction

Education in Indonesia has evolved and adapted to the times, each era producing different knowledge, character, and competencies, each with its own unique characteristics. In the 21st century, the knowledge, character, and competencies required differ from those of previous centuries. Therefore, to facilitate this, an appropriate curriculum and approach are required. Student character can be shaped through learning both inside and outside the classroom (Daniyarti et al., 2024). The current curriculum is the independent curriculum, which utilizes a learning approach called in-depth learning (PM). This in-depth learning approach creates a conscious, meaningful, and enjoyable learning environment. It's not monotonous, boring, and solely focused on students' cognitive skills, but rather integrates the mind, heart, and emotions, as well as physical activity. In-depth learning aims to equip students with the 6Cs: character, citizenship, collaboration, communication, creativity, and critical thinking. These 6Cs are essential for facing the complexities of the 21st century (Prastyo & Santos, 2025).

The complexity of the 21st century is further compounded by the advent of artificial intelligence, which can exacerbate students' laziness in critical and analytical thinking and their tendency to seek instant gratification. This presents a unique challenge in this century (Najwa Fathiro Cahyono et al., 2023). The dynamics of the 21st Century cannot be avoided, face and find solutions so that students can face life well in the future. Education, which encompasses the learning process, must be able to play a role in addressing these dynamics. Therefore, one of the necessary actions is a change in the learning paradigm across various levels of education. The learning process should not only focus on thinking

skills; if it only focuses on thinking skills, it will be outpaced by the speed of ChatGPT's thinking. It is not enough to merely acquire knowledge superficially; it must also be able to foster critical, analytical, and reflective thinking abilities in students.

The availability of learning offerings that integrate the concepts of mindful learning, meaningful learning, and joyful learning represents a new paradigm that is more humanistic and contextual. These three concepts not only focus on cognitive or thinking abilities but also pay attention to the affective and psychomotor dimensions of learners, thereby creating a meaningful and enjoyable learning experience (Syafi'i & Darnaningsih, 2025). Meaningful learning is a deep learning concept as a new approach capable of promoting a more active, reflective, and integrative learning process. The deep learning concept refers to a learning process that emphasizes deep understanding, concept interconnections, critical and analytical thinking abilities, as well as the application of knowledge in real life.

Aligns with Islamic religious education learning, which contains a wealth of knowledge that requires application in real life as part of implementing religious concepts as a way of life for humans. In Islamic religious education learning, including Quran and Hadith learning, it can seem merely conceptual if it does not become a reflection in life (Gustina et al., 2025). While in the study of the Qur'an Hadith studying the process of the revelation of the Qur'an to the content and substance of the contents of the Qur'an which can all be implemented in life, such as the purpose of the Qur'an is as a guide for human life, then if humans do not understand well through thought, heart and feeling then it will be difficult in its implementation even in the process of internalizing the value of the contents of the verses of the Qur'an which does not reach the process of meaning in life. In addition to studying the Hadith whose contents are all guidance from the Prophet Muhammad. Hadith as an explanation of the meaning of the verses of the Qur'an if not interpreted correctly, and reflected in life what happens is a mistake in interpretation which results in moral or behavioral errors.

The process of learning the Qur'an and Hadith must be able to accommodate the learning atmosphere so as to create a pleasant learning in generating understanding both cognitively/thinking, affective/heart and feeling, as well as psychomotor/morals/behavior. Teachers must be able to be facilitators, in this case being a learning partner, no longer the main point that teaches fear of asking and reluctance to enter the class. Teachers in the learning process using an in-depth learning approach can create a fun and enjoyable learning atmosphere, not a frightening one. Learning the Qur'an and Hadith is no longer about forced memorization of hadith, submitting memorization of the Qur'an that is scary because if not submitted memorization of the Teacher will give punishment. It is no longer the time for learning the Qur'an and Hadith to be identical with memorization and memorization, but how to create a learning atmosphere that memorizes with awareness, memorizes with a willingness of heart and feeling, and understands the meaning with critical analysis as part of the implementation and internalization of the values contained in the Qur'an and Hadith in the lives of students.

Boring and monotonous learning of the Quran and Hadith with old concepts will bring students physically into the classroom but not with their minds, hearts, and feelings. Quran and Hadith learning is considered less innovative, as seen in the research conducted by Fajar Hasidin in the journal *Taxonomy*. Fajar Hasidin conducted research at Madrasah Tsanwiyah Negeri 1 Buton which states that, besides inadequate human resources, monotonous learning causes students to lose interest or even ignore Quran and Hadith learning (Hasidin & Ridwan, 2024). Boring and monotonous learning of the Quran and Hadith with old concepts will bring students physically into the classroom but not with their minds, hearts, and feelings. Quran and Hadith learning is considered less innovative, as seen in the research conducted by Fajar Hasidin in the journal *Taxonomy*. Fajar Hasidin conducted research at Madrasah Tsanwiyah Negeri 1 Buton which states that, besides inadequate human resources, monotonous learning causes students to lose interest or even ignore Quran and Hadith learning.

Research conducted by Ira explains that the learning of the Qur'an and Hadith is limited to book sources, with methods and media that are less supportive of 21st-century needs, resulting in a tedious

and less engaging learning process. The role of educators in the implementation of deep learning is as an activator, culture builder, and collaborator (Fatmawati, 2025). The role of educators is crucial in creating meaningful and enjoyable learning. All learning can have an enjoyable atmosphere if educators are able to elaborate on the learning objectives with appropriate learning approaches, supported by methods and media that align with development, so that the meaning of the learning can be genuinely felt by students. This centralized research was conducted on history subjects, so it raises concerns about whether the same results would occur in other subjects.

Qur'an and Hadith learning is a type of learning that discusses guidelines for human life. The Qur'an is the book of Muslims, while Hadith refers to the Sunnah of the Prophet Muhammad (peace be upon him) his actions, words, and behavior are discussed in Hadith. These two elements, the Qur'an and Hadith, are important in learning so that students can become Muslims who apply the teachings of their religion, not just acquire knowledge, but also understand its meaning and apply it in daily life. The deep learning approach to teaching is a new proposal with an innovative paradigm in education. This approach is based on the principle that learning is not merely about memorizing information but also about understanding meaning, exploring relationships, and forming new conceptual meanings. Aligns with the implementation of Qur'an and Hadith learning, which not only requires information or knowledge but also understanding the meaning and the relationship between verses and Hadith related to the concept of life, so that new contextual meaning can be found in life (Gustina et al., 2025).

The deep learning approach to education becomes relevant to the learning conditions of the Qur'an and Hadith, considering that learning the Qur'an and Hadith involves normative-textual aspects, but also contains ethical, social, and spiritual values that need to be deeply internalized by students (Fauziah, 2021). Fauziah's research only discusses spiritual intelligence through an in-depth learning approach in learning the Qur'an and Hadith, but does not discuss the overall approach to in-depth learning in learning the Qur'an and Hadith. The three studies mentioned are the basis for this research, that research related to learning the Qur'an and Hadith must adapt to changing times so that learning approaches experience changes. Furthermore, research related to the concept of in-depth learning that has not touched on the side of learning the Qur'an and Hadith, although it has been discussed, some of them only on cultivating spiritual intelligence have not discussed in-depth learning in relation to the implementation of in-depth learning in learning the Qur'an and Hadith.

Taking advantage of previous research, this study's novelty lies in the implementation of an in-depth learning approach in teaching the Qur'an and Hadith, which is discussed in greater detail. This approach is not limited to concepts or a single discussion, but rather covers the entire implementation process, encompassing the facilitator, namely the teacher, the learning content (teaching materials), and the learning evaluation, all of which will result in meaningful and enjoyable learning outcomes

Can become part of the renewal of Qur'an and Hadith learning, not only focusing on the text itself or on books with cognitive achievement methods, such as memorizing verses alone, but without understanding the meaning of those verses. The process of memorizing verses cannot uncover the intended ethical and social values, and the spiritual values cannot be felt by the students. Students are expected not only to be able to write, read, and memorize verses and hadiths, but also to be invited to understand their meanings, critique the context of their application, and reflect on the values contained in the verses and hadiths in their attitudes and actions in daily life (Gustina et al., 2025).

Hadith, however, is invited to be understood in terms of its meaning, to assess the context of its application critically, and at the same time to reflect on the values contained in the verses and hadith in the attitudes, behavior, and actions of learners in daily life (Gustina et al., 2025). Learning is not just about writing, reading, and memorizing verses or hadith, but learners are guided to understand the verses or hadith according to their ethical and social context in life, making learning more active, interactive, innovative, and meaningful in an enjoyable way. Meaningful and enjoyable learning produces learning that is meaningful, joyful, and mindful. Needs to be studied more deeply in relation to the deep learning

approach, becoming part of the transformation in Qur'an and hadith learning. This research is expected to provide knowledge related to the deep learning approach applied in learning Qur'an and Hadith, so that it can be developed into further research.

Method

Taking advantage of previous research, this study's novelty lies in the implementation of an in-depth learning approach in teaching the Qur'an and Hadith, which is discussed in greater detail. This approach is not limited to concepts or a single discussion, but rather covers the entire implementation process, encompassing the facilitator, namely the teacher, the learning content (teaching materials), and the learning evaluation, all of which will result in meaningful and enjoyable learning outcomes (Abdussamad, 2021; Nasution, 2023). Qualitative research using a conceptual approach is a type of non-empirical research that aims to develop and expand understanding of a concept or theory through literature review and analysis of expert thinking, rather than direct collection of field data (Amanda & Albina, 2025; Waruwu, 2024). The library method was chosen because the library method relies on the analysis of various relevant literature with the aim of studying in depth the theory, concepts and practices of qualitative research methods based on academic references. In this case, what is studied is in-depth learning, learning the Qur'an and Hadith and how to implement it in the learning process (Wulan et al., 2025).

The use of conceptual qualitative research methods with descriptive and library methods is considered relevant to the research being conducted because it examines the phenomena that occur with in-depth understanding through theoretical studies, books, journals and documents relevant to the study. The research data sources were taken from the last ten years by prioritizing nationally reputable journals that are credible and relevant to the study being discussed. The emphasis on the process and the search for meaning is emphasized so as to encourage the possibility of discovering new theories, more complete and comprehensive data. In this study, data collection was obtained through several stages. The stages of library research according to Cronin, Ryan, & Coughlan in the *Marinu Waruwu* journal are stated: (1) Selecting a review topic, the researcher chooses an interesting topic to study. This is the initial strategy as well as the stage of determining the amount of literature and data to be studied by the researcher in this case the topic chosen by the researcher is related to the in-depth learning process associated with learning the Qur'an and Hadith. (2) Searching the literature, researchers first identify in a structured manner information that is appropriate and related to the chosen topic. Literature searches are most often conducted using a computer/laptop and electronic databases, in this case electronic literature, including proceedings, journals, and other documents. (3) Analyzing and synthesizing the literature, at this stage, the collected data is analyzed and synthesized by the researcher. (4) Writing the review, researchers compile and write the results of the literature review obtained from all the literature that has been reviewed (Waruwu, 2024).

The analysis was conducted descriptively to ensure a clearer and more structured review process, including identifying similarities, discrepancies, providing insights, summarizing, and combining them into new ideas. The steps involved identifying and gathering relevant literature, reading, categorizing, and classifying data, including relevant books, journals, and articles. Content analysis was then conducted to identify patterns and themes, and the findings were presented descriptively and critically. Briefly, an initial description was conducted as an orientation, followed by data reduction (selection of important data), data presentation, and drawing conclusions to generate a deeper understanding of the in-depth learning process in relation to the study of the Qur'an and Hadith (Saefullah et al., 2024). To ensure the accuracy of the data, comparisons are made using information from various references. Through this approach, this study is expected to contribute knowledge related to the application of deep learning in Qur'an and Hadith learning.

Results and Discussion

The Concept of Deep Learning Approach in Education

The in-depth learning approach in the educational context directs learning to focus on deep understanding, critical analysis of material, and application of concepts in real-life situations (Nurhayati et al., 2025). This approach integrates the concepts of mindful learning, meaningful learning, and joyful learning. This offers something new in the world of education. This paradigm offers a concept that focuses not only on cognitive aspects but also on students' affective and social aspects, creating a learning experience that can stimulate students' psychomotor skills, making them more meaningful and enjoyable. The integration of these three concepts in a deep learning approach can create an effective and efficient learning experience. It not only enhances understanding but also taps into students' emotional and social aspects, resulting in meaningful and enjoyable learning (Syafi'i & Darnaningsih, 2025).

Mindful learning emphasizes mindfulness of the thinking and action processes in learning, meaning that both the cognitive and psychomotor aspects play a role in the learning process. Students are encouraged to pay attention to the context of the material, enrich its meaning, and be open to questions or new ideas. Furthermore, it helps students reduce distractions in learning, increase attention, and build deep emotional engagement with the subject matter. Mindful learning is one of the important principles in the in-depth learning approach because it builds critical, creative, and collaborative competencies that develop students' spiritual and emotional character during the learning process, which is needed to face the modern world of the 21st century. This can indirectly strengthen students' mental aspects and self-awareness so they are able to face the complexities of the 21st century. Mindful learning can be a foundation for strengthening values through reflective learning. Reflective learning is considered capable of becoming a learning structure that produces emotionally mature students, who are not easily mentally ill despite the many problems that occur in life (Nata & Soraya, 2025). The deep learning approach is in line with current developments because this learning focuses on developing implementation skills from the knowledge gained, supporting the creation of a learning atmosphere that is able to direct students to competencies ranging from analyzing, evaluating and creating facts, concepts, procedures and metacognition of knowledge that has been learned (Nugraha & Hasanah, 2021).

Meaningful learning manages learning through active learning towards independent learning, being able to learn independently is the ultimate goal of meaningful learning. The way teachers package learning experiences greatly influences students' learning experiences. Student learning experiences carried out through themes in the independent curriculum can influence the meaningfulness of the learning process. The requirements for a meaningful learning process carried out by teachers are: (1) the subject matter is presented logically and relevantly (2) students learn with the aim of carrying out a meaningful learning process, namely having the readiness and interest to learn). These two requirements must be able to be developed by teachers in their learning process. If students understand the learning objectives and are ready both in heart and feeling, the meaningful learning process is easy to implement. Teachers as facilitators can provide this stimulus so that students are able to create meaningfulness in the learning process (Hamida et al., 2022).

Meaningful learning emphasizes the importance of contextual understanding over mere memorization. In learning that demands memorization of both Quranic verses and Hadith, meaningful learning is sometimes forgotten, focusing only on memorization. Meaningful knowledge involves understanding the basic principles, relationships between concepts, and the underlying structures of the Quran and Hadith subjects. Furthermore, meaningful learning values the role of problem-solving and the application of knowledge in everyday real-life contexts. Therefore, meaningful learning can be said to empower students to become active and reflective builders of knowledge. In learning the Quran and

Hadith, meaningful learning is needed so that students understand the meaning of what they have memorized, both from Quranic verses and Hadith, contextualized in life to balance the relevance in students' daily lives.

Joyful learning creates fun learning and stimulates students to learn (Rahma & Hidayah, 2005). Teachers are able to create creative, engaging, and enjoyable learning experiences to foster students' interest in learning, nurture their talents, and develop their ability to understand the material joyfully and without coercion. Joyful Learning is a form of learning that fosters a strong bond between educators and students, without any feelings of pressure or coercion. As facilitators, teachers must be able to create such learning experiences, encouraging students to actively participate in the learning process. This, in turn, fosters deeper understanding and achieves learning objectives (Yulia et al., 2025).

Active student participation occurs when learning is enjoyable. Active student participation in learning activities creates a sense of ownership and responsibility. An interactive and dynamic learning environment can increase student focus on the subject matter being taught. When students feel that learning is relevant to their lives, their enthusiasm for exploration increases, and their understanding of the material deepens (Aftalina et al., 2024). The results of interactive and dynamic learning create a pleasant learning atmosphere that increases student focus in learning and fosters a sense of ownership of the material being taught. This sense of ownership trains students' sense of responsibility, a sense of responsibility that is essential for facing life in the 21st century. Students who are accustomed to having responsibility will be able to face complex challenges and problems in life. So, joyful learning is not only beneficial in the classroom but can also be indirectly applied in students' daily lives.

Mindful learning, meaningful learning, and joyful learning are integrated into a learning process. The monotonous learning process, as stated by Hasidin and Ridwan's research, occurs because the facilitator fails to improvise teaching methods from the beginning of the learning process to the end. Lectures throughout the learning process create boredom and fatigue, thus hindering enjoyable learning. Unpleasant learning results in less meaningful learning, ultimately leading to students not developing a critical attitude, let alone a sense of ownership and responsibility for the subject. The learning process begins with learning planning, implementation, and evaluation at the end of the learning process. This is intended to assess students' overall and in-depth development, not just cognitive development but also affective and psychomotor development (Syafi'i & Darnaningsih, 2025).

The immersive learning approach creates learning oriented toward the deeper meaning of knowledge, enabling students to reflect on that knowledge in their lives. Students not only gain meaning from studying the material but also reflect on it in their lives. Reflective thinking is a deep and focused thinking process to understand, evaluate, and learn from an experience, information, or action. The primary goal is to develop a better understanding and improve future actions or decisions. Reflective learning encourages students to review meaningful experiences or processes in the learning process, identify the understanding they have achieved, and design steps for improvement in future learning. Through reflection, students understand not only the "what" but also the "why" and "how" of a process. This reflective process helps students think and learn. Students will understand the purpose of the knowledge they have gained and how to apply it to their lives. Students can analyze the purpose of knowledge (Syayidah & Sodik, 2025).

In addition, students are able to develop good character or psychomotor skills in the learning process, learning that makes it easier for educators as facilitators in the learning process, especially in learning where learning outcomes are not only focused on cognitive, such as learning the Qur'an and Hadith, which not only focuses on cognitive but also on affective or attitudes and psychomotor or the application of knowledge in life. Value-based learning is an educational approach that emphasizes personality formation and the internalization of moral, ethical, social, and spiritual values in the learning process. The goal is to produce students who are not only cognitively intelligent, but also have good morals, attitudes, and behavior in everyday life. The process of internalizing values is oriented towards

the desired values in the learning process. This values-based learning not only focuses on mastering knowledge and skills but also instilling values so that students have strong character. The character possessed by these students is very useful in character development and good social interactions, so that students are not only intelligent but also have character in accordance with good values (Gustina et al., 2025).

Learning the Qur'an and Hadith

Every learning process involves planning, implementation, and evaluation. Each stage is interconnected. A deep learning approach encompasses more than just planning or implementation, but rather a holistic approach. Learning the Quran and Hadith encompasses the primary sources of Islamic teachings. This subject not only teaches verses or hadith to be memorized, but also to be understood, internalized, and applied in daily life. Therefore, the learning approach is not merely cognitive or theoretical; it must also address the affective and psychomotor domains of students.

Al-Qur'an and Hadith learning is a core subject in Islamic schools (madrasah), starting from elementary, junior high, and senior high schools (madrasah aliyah). This subject provides an in-depth understanding of the Quran and the hadiths of the Prophet Muhammad (peace be upon him). Al-Qur'an and Hadith is part of the Islamic religious education curriculum, taught to understand and practice the Quran, enabling students to read fluently, translate, summarize, copy, and memorize selected verses, as well as understand and practice selected hadiths as a means of deepening and expanding the study of Al-Qur'an and Hadith. The expected skills in this subject include reading, writing, memorizing, interpreting, understanding, and practicing the Quran and Hadith. To meet the learning targets for Madrasah students, a teacher must prepare the learning approaches that will be used in delivering the material. Furthermore, a good educator is also required to prepare learning resources and media well to achieve the learning objectives.

The subject of Al-Qur'an and Hadith aims for students to enjoy reading the Qur'an and Hadith, understand their contents, believe in their truth, and practice the values contained within them (Nasir, 2016). In practice, it is not without challenges. The current generation is heavily exposed to gadgets and tends to neglect the holy text, making it challenging to read verses in Arabic. If reading itself is difficult, understanding it becomes even more so. This challenge requires solutions, one of which is through a learning approach. In addition, educators must be able to adapt to these challenges in order to create a meaningful and enjoyable learning process, rather than a boring one, so that students remain enthusiastic during learning. Moreover, the study of Al-Qur'an and Hadith consists of religious texts derived from divine revelation and explanations of the revelation found in the Hadith of the Prophet, so learning must always be relevant and applicable so that students understand and can easily apply it in daily life (Aini & Puji Astutik, 2023).

In this study, Muhammad Nasir's research was found, in his research, mentioned that the learning model used by educators of the Qur'an and Hadith subjects is still monotonous. Several things indicate it, namely: (1). Learning still uses only the lecture method from beginning to end, which makes students bored, from explaining, giving examples, practice to homework. (2). Educators very rarely use interactive learning media, both in studying verses and hadith. (3). The learning atmosphere is calm without discussion, resulting in a lack of critical analysis from the students.

These various weaknesses require efforts for resolution so that students' interest in learning can increase (Nasir, 2016). This becomes necessary considering that for Muslims, a religion derived from the Qur'an and Hadith shapes attitudes and personality. Characters aligned with the Qur'an and Hadith serve as provisions in fostering intellect, giving rise to attitudes and actions. Thus, the Qur'an and Hadith subjects can guide the future happiness of the nation's children in accordance with the goals of education,

which is to shape individuals into personalities that are independent and capable of seeking their own happiness in the future (Ridho & Idris, 2024).

If this Qur'an and Hadith subject is implemented with targeted learning, it will produce a generation who is aware that they are believers and have responsibilities as servants of God and as humans through the study of verses from the Qur'an and Hadith examined in the learning process. As times progress, if the learning process does not quickly adapt to modern times, the learning will be defeated by the conditions of the era, rather than learning serving as part of the fortress of progress in increasingly uncontrolled times. The transformation of Qur'an and Hadith learning in this subject becomes important; learning approaches that integrate technology will create meaningful, reflective, and value-based learning, making it easy to understand and not boring, as students are educated according to the era (Aulia Mufti et al., 2024).

The Transformation of Deep Learning in Qur'an and Hadith Learning

When applied to the teaching of the Qur'an and Hadith, deep learning becomes a pillar of solutions to the challenges faced in Qur'an and Hadith education. Learning based on the Qur'an and Hadith fundamentally provides high motivation for its followers to progress and become stewards on earth become stewards on earth. To achieve prosperity, educational institutions must truly be responsive to the changes and demands of the times. One of these demands is the advancement of information technology. The progress of information technology should serve as motivation in the learning process to produce graduates who possess excellence, competitiveness, and usefulness in life (Raup et al., 2022).

In the context of learning, technology can be used to personalize learning by predicting students' needs based on learning patterns and providing recommendations according to the students' development. Considering the importance of the learning objectives of the Qur'an and Hadith, or in formal education referred to as the Qur'an and Hadith subject, it becomes essential to determine the learning approach. A well-designed learning approach can serve as a pillar supporting the learning objectives of the Qur'an and Hadith. Learning the Qur'an and Hadith not only teaches knowledge concepts but also the internalization of values within that knowledge. Deep learning, which teaches knowledge up to the meaningful understanding of knowledge in an enjoyable way, can serve as a key solution to the challenges of learning the Qur'an and Hadith, so that students do not merely memorize verses and Hadith, but can understand the meaning of the verses and Hadith, but being able to understand the meaning of the verse and the hadith, thus creating awareness in the implementation of the verse or hadith in life, so that learning is not only focused on the text but also gives rise to contextual concepts.

The deep learning approach in education focuses on conceptual understanding, the interconnectedness of meaning, and deep reflection on the material being studied. Unlike surface learning, which emphasizes memorization, deep learning requires learners to relate knowledge to experience, think critically, and evaluate the values contained in the material. The application of this approach in the teaching of the Qur'an and Hadith is expected to enable learners not only to be passive recipients but also active subjects who think reflectively, are able to understand the socio-religious context, and use the teachings of the Qur'an and Hadith as a guide for life.

The implementation of deep learning in the study of the Qur'an and Hadith is also in line with the goals of Islamic education, which emphasize character building (akhlak al-karimah) and deep spiritual awareness. Through this approach, the learning process does not merely focus on the knowledge aspect (cognitive). Still, it extends to the development of attitudes (affective) and the skills to practice Islamic values (psychomotor). Therefore, the integration of deep learning in the study of the Qur'an and Hadith is essential to be applied within the framework of the learning process. In Indonesia, the application of deep learning aligns with the independent curriculum, which explores learning topics more deeply and contextually, according to each individual's interests and potential (Nuranggraeni &

Alani, 2025). Many digital platforms can be utilized in learning, from project-based learning to integration with artificial intelligence. Learners are not deceived by artificial intelligence but use it merely as a tool, an assistant in the learning process, rather than making artificial intelligence the sole source of knowledge (Nopianti, 2025). The findings in this study relate to the in-depth learning process in learning the Qur'an and Hadith which must be carried out from learning planning, learning implementation to learning evaluation. (1) Learning planning, teachers prepare a conducive environment for students to be fully involved with full awareness in the learning process. In addition, in the process of making a learning plan, it must touch all aspects, both mindful (full awareness), meaningful (meaningful) and joyful (enjoyable). (2) In implementing learning, teachers don't just deliver material and then finish. Every process, from the beginning to the end, must pay attention to the students' condition. Learning that can explore learning creates meaningful and enjoyable learning. Students are encouraged to actively engage in knowledge discovery through activities that facilitate students' acquisition of knowledge accompanied by enjoyable experiences. Teachers as facilitators provide opportunities for students to ask questions, discuss, and explore the topics being taught, rather than simply listening and memorizing. Learning strategies also contribute to creating maximum learning outcomes (Rosidin et al., 2024). The media used must also support and be relevant to the material being studied so that it is appropriate and on target (Badriyah et al., 2024). (3) Reflection and evaluation of learning in the in-depth learning approach, teachers provide opportunities for students to reflect on what they have learned in the subjects taught by the teacher. Teachers consistently provide constructive feedback, both on understanding the material and student character during the learning process. Reflection helps students recognize the strengths and weaknesses of both their thinking and emotional skills during the learning process, so that students understand what needs to be corrected and enhanced in future learning processes. Evaluation is carried out not only to assess the final results but also to evaluate the learning process as a whole.

Conclusion

The in-depth learning approach is a learning approach that provides experience in learning while providing meaning in each learning for students. A deep learning approach that focuses on meaningful and enjoyable learning processes, not only concentrating on cognitive abilities but also considering affective and psychomotor aspects, can be used as a pillar in Qur'an and Hadith education. Qur'an and Hadith learning emphasizes understanding the verses and hadiths as well as the awareness of implementing these verses and hadith in daily life. It is not just about memorizing the text, but understanding the context, so that one can fully apply it in life. Studying the Qur'an and Hadith learning is essential for Muslims because both are guides for human life. A Muslim who understands these guides becomes someone who practices their religion not merely as a ritual but engages the whole soul and body in implementing what has been learned. Learning is not monotonous, but rather full of enjoyable learning experiences that make students comfortable in receiving knowledge. The hope is that if students feel relaxed during the learning process, it will create a pleasant learning environment. If the learning process is enjoyable, understanding will come more easily, thereby fostering awareness in practicing it. Once this is achieved, the goal of learning the Qur'an and Hadith can be said to be accomplished.

The process of learning the Qur'an and Hadith with an in-depth learning approach requires hard work from educators starting from learning media, learning methods to evaluations that are different from cognitive achievements alone, evaluations must touch the affective and psychomotor domains. It is time for the learning of the Qur'an and Hadith to transform in terms of its learning process so that a meaningful and enjoyable learning process is created, not monotonous and boring. Students get meaning from each learning process carried out, not only the process of memorizing verses or hadiths then stopping, but until finding what the meaning of the verses or hadiths contained in them, the practice of verses or hadiths is also not carried out properly resulting in a learning process that does not achieve the

desired goals. This is a novelty of this study, that research that has been done is related to the evaluation of the learning process of the Qur'an and Hadith, this study offers a new color in the process of learning the Qur'an and Hadith so that it is not fixated on memorizing alone, but to the stage of interpreting the verses and hadiths that are memorized and then students are able to practice them in life as part of the internalization of life values. Cognitive, affective and psychomotor are carried out with good feelings and acceptance so as to create a meaningful and enjoyable learning process.

The presentation of the findings and novelty is an affirmation that the objective of this research has been achieved that the approach to learning the Qur'an and Hadith must be transformed using an in-depth learning approach in order to create effective and efficient learning that adapts to the needs of the modern era of the 21st century. Theoretically, this research can be used as a study of new concepts and colors in in-depth learning that contribute to learning the Qur'an and Hadith, while practically it can be applied in learning the Qur'an and Hadith in madrasas.

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