



From Meaningful Learning to Behavioral Change: The Implementation of Deep Learning in Religious Ethics to Prevent Student Delinquency

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Abstract: The Deep Learning approach is one of the educational innovations developed to foster meaningful, reflective, and transformative learning. In the context of Islamic Religious Education, Akidah Akhlak instruction is not only intended to enhance students' conceptual understanding but also to shape character and foster positive behavioral change. This study aims to analyze the implementation of the Deep Learning approach in Akidah Akhlak instruction and its contribution to preventing student delinquency in madrasahs. The study employed a qualitative approach using a case study method at MTs Negeri 1 Musi Banyuasin from November 2025 to April 2026. Research informants included the madrasah principal, Akidah Akhlak teachers, the vice principal for student affairs, guidance counselors, and students selected using purposive sampling. Data were collected through in-depth interviews, observations, and documentation, then analyzed using the Miles, Huberman, and Saldaña interactive model, which includes data reduction, data presentation, and drawing conclusions. The research results indicate that the implementation of Deep Learning in Akidah Akhlak instruction is carried out through contextual learning, reflection on experiences, critical discussion, collaborative learning, and authentic assessment, which encourage students to understand and internalize Islamic values in their daily lives. This meaningful learning process contributes to strengthening moral awareness, self-control, social responsibility, and reducing tendencies toward delinquent behavior such as violations of school rules, bullying, and undisciplined behavior. The research findings produced a conceptual model of behavioral change indicating that meaningful learning through Deep Learning fosters the internalization of values, character development, and behavioral transformation among students. The contribution of this research lies in the development of a Deep Learning perspective in Islamic Education that is not only oriented toward academic achievement but also toward behavioral change and the prevention of student delinquency as part of the goals of character education in the era of educational transformation.

Keywords: Deep Learning, Aqidah Akhlak, Meaningful Learning, Behavioral Change, Student Delinquency.

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Introduction

The transformation of 21st-century education demands a paradigm shift in learning from knowledge transfer to learning that fosters deep understanding, critical thinking skills, and sustainable behavioral changes in students (Aribah et al., 2025; Prihantoro, 2025). These changes are driven by technological advancements, social dynamics, and the increasing complexity of challenges faced by the younger

generation in the digital age (Zakaria et al., 2026; Ramadhani et al., 2026). In this context, educational institutions are no longer expected merely to produce students with academic competencies but are also required to foster character, moral awareness, and the ability to make responsible decisions in daily life (Saridudin, 2025; Darling-Hammond et al., 2024). Therefore, various learning innovations continue to be developed to create a more meaningful, reflective, and transformative educational process.

One approach currently receiving attention in Indonesian education policy is Deep Learning. This approach emphasizes learning that enables students to understand concepts deeply, connect knowledge with real-world experiences, and internalize the values learned in daily life (Darling-Hammond et al., 2020). Unlike learning that is oriented toward memorization and the reproduction of information, Deep Learning encourages students to think critically, reflect, solve problems, and construct meaning from the learning experiences they gain. Through this process, learning not only results in the mastery of knowledge but also in changes in students' ways of thinking, attitudes, and behaviors (Byker & Xu, 2019; Suhayib & Ansyari, 2023).

In the context of Islamic education, the Deep Learning approach holds significant relevance because the primary goal of Islamic education is not only focused on mastering knowledge but also on shaping the character of a Muslim who is faithful, God-fearing, and of noble character (Jumanto & Wicaksono, 2026). Islamic education views the learning process as a means of self-transformation that integrates cognitive, affective, and psychomotor dimensions in a balanced manner (Salsabila & Lismawati, 2026). The success of learning is not only measured by students' ability to understand the subject matter but also by the extent to which Islamic values are internalized and reflected in their daily behavior (Ponnui & Maifizar, 2025). From this perspective, Deep Learning provides a broader space for students to understand the meaning of Islamic teachings contextually so that they are able to connect them to the realities of life they face (Wandi et al., 2024).

The Akidah Akhlak course is one of the primary tools for character development among students in madrasahs. Through this course, students are guided to understand the concepts of faith, internalize Islamic moral values, and apply them in their social lives (Gustina & M, 2025). However, various studies indicate that the teaching of Akidah Akhlak still faces several challenges, particularly a tendency toward instruction that focuses on cognitive aspects and the memorization of religious concepts without a corresponding process of deep internalization of values (Karima & Wirdati, 2026; Manshur et al., 2025). This situation creates a gap between students' understanding of religious values and the behavior they exhibit in their daily lives. In this study, student misbehavior or delinquency is defined as various forms of behavior that deviate from social norms, school rules, and prevailing moral values, thereby

potentially hindering students' academic, social, and personal development. The forms of behavior that are the focus of this study include violations of school regulations, indiscipline, bullying, verbal abuse, misuse of digital media, as well as other behaviors that indicate a low level of moral and social responsibility among students.

This phenomenon is becoming increasingly evident amid the rise of various forms of student delinquency in the digital age. Student delinquency can be understood as various deviant behaviors that contradict social norms, school rules, or prevailing moral values in society. Such behaviors include violations of school regulations, indiscipline, bullying, verbal abuse, misuse of digital media, and behaviors leading to juvenile delinquency (Rosadah et al., 2025). Various reports indicate that the development of digital technology not only has a positive impact on access to information but also increases the risk of deviant behavior due to exposure to negative content, weak social control, and low moral literacy among students (Takona, 2025).

In the madrasah environment, this phenomenon poses a serious challenge because the true purpose of Islamic education is to shape students who possess religious character and social responsibility. Various efforts have been made through strengthening character education, fostering religious practices, and enhancing guidance and counseling services. However, these programs are often not optimally integrated into classroom learning processes. Consequently, religious education tends to operate separately from efforts to shape students' behavior, resulting in limited impact on behavioral change (Mutia, et al, 2026 ; Ferianto et al., 2025).

A number of previous studies have examined the implementation of Deep Learning in various learning contexts. Research (Fathoni et al., 2024) indicates that Deep Learning can enhance student engagement, critical thinking skills, and collaborative skills. The study (Yudi & Maryam, 2023) found that Deep Learning-based learning contributes to improved conceptual understanding and reflective abilities among students. Meanwhile, the study explains that integrating Islamic values into digital literacy-based learning can strengthen character development among students in the Society 5.0 era. Previous studies have positioned Deep Learning as an approach to improve the quality of learning, conceptual understanding, critical thinking skills, and student learning outcomes. Although some studies have linked Deep Learning to character strengthening, these studies have not thoroughly explained the mechanisms by which meaningful learning can foster the internalization of values to produce tangible behavioral changes in students. Furthermore, research specifically connecting the implementation of Deep Learning in Akidah Akhlak education with efforts to prevent student delinquency remains very limited.

In addition to this research gap, a practical gap has also been identified in the field. Many madrasahs have implemented various character education programs and

religious habit-forming activities, yet they continue to face numerous cases of disciplinary violations, bullying, low social responsibility, and other forms of delinquent behavior. These conditions indicate that character building is not sufficient when conducted solely through extracurricular activities or religious habit formation; rather, it must be systematically integrated into the learning process to enable students to understand, reflect on, and internalize the values being taught. Therefore, the Deep Learning approach is relevant to examine as a learning strategy capable of bridging the relationship between value understanding and behavioral change.

This study employs the Deep Learning perspective as a conceptual framework to understand how Akidah Akhlak learning can lead to behavioral changes in students. In this perspective, learning is understood as a process that not only produces knowledge but also shapes students' awareness, values, and actions through meaningful, reflective, and contextual learning experiences. Thus, behavioral change is viewed as a consequence of the value internalization process that occurs during the learning process.

Based on this description, this study aims to analyze the implementation of the Deep Learning approach in Akidah Akhlak education and its contribution to preventing delinquent behavior among students in madrasahs. This study is expected to provide a theoretical contribution in the form of advancing research on Deep Learning in Islamic Education, particularly regarding the mechanisms of value internalization and behavioral change in students. Practically, this study is expected to serve as a reference for teachers and madrasah administrators in developing more meaningful, reflective, and transformative Akidah Akhlak learning strategies. The novelty of this study lies in the development of the Deep Learning perspective as a mechanism for the internalization of Akidah Akhlak values that results in changes in student behavior and contributes to the prevention of delinquency. Unlike previous studies that focused more on improving learning outcomes, conceptual understanding, and higher-order thinking skills, this study offers a conceptual model that explains the relationship between meaningful learning, value internalization, character strengthening, behavioral change, and the prevention of student delinquency in the context of Islamic Education.

Methodology

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the implementation of the Deep Learning approach in Akidah Akhlak education and its contribution to preventing delinquent behavior among students (Yazan, 2015). The choice of the case study design is based on the characteristics of research that seeks to examine in depth a contemporary phenomenon in a real-life context that cannot be separated from the environment in which the phenomenon occurs (Robert K. Yin, 2018). A case study was chosen because this

research focuses on a specific case, namely the implementation of Deep Learning in Akidah Akhlak education at MTs Negeri 1 Musi Banyuasin, thereby enabling the researcher to gain a comprehensive understanding of the processes, actors, and contexts influencing changes in students' behavior. Unlike phenomenology, which is oriented toward individual life experiences, or grounded theory, which aims to construct new theories, the case study is considered the most appropriate method to answer the research questions regarding how and why the implementation of Deep Learning contributes to the prevention of students' delinquent behavior (John W. Cresswel & Cheryl N. Poth, 2018). The research was conducted at MTs Negeri 1 Musi Banyuasin from November 2025 to April 2026. The research location was selected purposively because the madrasah has implemented the principles of deep learning through contextual learning, reflection on experiences, critical discussion, and character building for students. Research informants were selected using purposive sampling based on their involvement in the learning process and student character development (Aspers & Corte, 2021).

The selection of informants was based on three main criteria, namely: (1) having a direct role in the planning, implementation, or evaluation of Akidah Akhlak learning; (2) being involved in character development programs and the management of student behavior; and (3) possessing sufficient experience and knowledge regarding the implementation of Deep Learning in madrasahs. The selected students were eighth and ninth graders who actively participated in Akidah Akhlak lessons and were involved in various character-building programs. The number of 12 informants was considered sufficient because the data obtained had reached data saturation—meaning no significant new information was found in the final interviews, and the research themes had consistently recurred across various data sources.

Table 1. Research Informants

Informant Code	Position/Status	Number
I-01	Head of Madrasah	1
I-02	Deputy Principal for Student Affairs	1
I-03	Teacher of Islamic Beliefs and Ethics	1
I-04	Guidance and Counseling Teacher	1
I-05	Homeroom Teacher	2
I-06–I-11	Grade 8 and 9 Students	6
Total Respondents		12

Data collection was conducted through in-depth interviews, observation, and documentation (Busetto et al., 2020). Interviews were conducted in a semi-structured manner using an interview guide developed based on the research focus. Each interview lasted 45–60 minutes and was conducted face-to-face within the madrasah

environment. All interviews were recorded using a digital recording device after obtaining the informants' consent, then transcribed verbatim to preserve the integrity of the information. The transcription results were subsequently cross checked with field notes before analysis.

Table 2. Data Collection Instrument Framework

Technique	Focus/Indicator
Interview	Implementation of Deep Learning, strategies for internalizing Akidah Akhlak values, changes in student behavior, factors supporting and hindering learning, and efforts to prevent delinquency.
Observation	Contextual learning activities, student reflection, critical discussion, teacher-student interaction, collaborative learning, and character-building practices in madrasahs.
Documentation	Teaching modules, learning materials, student reflection journals, madrasah rules and regulations, character development programs, student reports, and other supporting documents.

Interviews were used to gather information regarding the implementation of Deep Learning, strategies for internalizing Akidah Akhlak values, changes in student behavior, as well as factors supporting and hindering the learning process. Observations were conducted on the Akidah Akhlak learning process, teacher-student interactions, and various character-building activities taking place within the madrasah environment. Meanwhile, documentation includes teaching modules, learning materials, student reflection journals, madrasah regulations, character-building programs, and various other supporting documents.

Data validity was ensured through source triangulation, method triangulation, and member checking. Source triangulation was conducted by comparing information obtained from the madrasah principal, Akidah Akhlak teachers, guidance counselors, homeroom teachers, and students regarding the implementation of Deep Learning and changes in student behavior. Method triangulation was conducted by comparing the results of interviews, observations, and documentation regarding the same phenomena. Meanwhile, member checking was performed after the transcription and initial analysis by returning summaries of interview results to several key informants to obtain confirmation regarding the accuracy of the researcher's data interpretation (Hennink & Kaiser, 2022).

Data analysis was conducted using the interactive model by Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and drawing conclusions (Miles & Huberman, 2022). The analysis process begins with data condensation through the processes of selection, coding, and categorization of data

based on research themes. Next, the data is presented in the form of matrices, thematic tables, and descriptive narratives to facilitate the identification of patterns and relationships between categories. The final stage involves the repeated drawing and verification of conclusions until consistent and credible findings are obtained. The data analysis flow of the Miles, Huberman, and Saldaña interactive model is presented in the following figure:

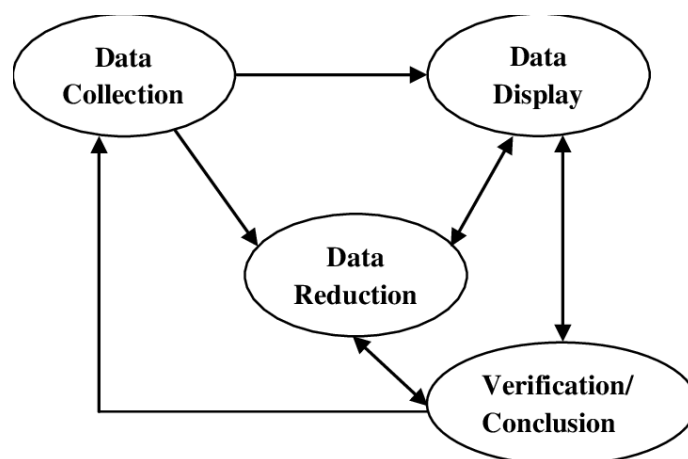


Figure 1. Miles and Huberman Analysis Model

The data obtained were categorized into main themes related to the implementation of Deep Learning, the internalization of Akidah Akhlak values, the development of character through the approach, and the prevention of delinquent behavior among students. Subsequently, the data were presented in the form of narratives, matrices, and thematic syntheses to identify patterns of relationships between categories. Through this analytical process, the study produced a conceptual model explaining that meaningful learning through Deep Learning fosters the internalization of values, character strengthening, increased moral awareness, and behavioral changes in students that contribute to the prevention of delinquency within the madrasah environment.

Results and Discussion

Results

1. Implementation of Deep Learning in Akidah Akhlak Instruction

The research results indicate that the implementation of Deep Learning in Akidah Akhlak instruction at MTs Negeri 1 Musi Banyuasin was carried out through a series of learning strategies oriented toward deep understanding, critical reflection, and the internalization of Islamic values in students' daily lives. Unlike conventional learning approaches that emphasize mastery of material and memorization of concepts, the Deep Learning approach applied at this madrasah positions students as active participants engaged in the process of knowledge construction, reflection on experiences, and the interpretation of the material studied. Learning is directed not

only toward achieving cognitive competencies but also toward fostering moral awareness and behavioral change in students.

Based on observation results, the Akidah Akhlak learning process begins with the presentation of phenomena or issues relevant to students' lives. Teachers consistently connect lesson material to various real-world problems students face, such as social media use, bullying, low study discipline, friendship conflicts, and relationships between students and their parents. This strategy aims to establish a connection between the lesson material and real-life situations so that students can understand that Islamic values are not merely studied as theoretical concepts but also serve as a guide in addressing various life challenges.

Observation results indicate that teachers actively use case studies drawn from the school environment or phenomena emerging in digital media to spark learning discussions. This finding is supported by documentation in the form of teaching modules, learning materials, and student worksheets, which demonstrate that each Akidah Akhlak lesson has been designed using a contextual approach that connects Islamic concepts with students' social realities. This documentation highlights the integration of learning objectives, reflective activities, and case analysis as key characteristics of Deep Learning implementation in the classroom.

Based on interview results, Akidah Akhlak teachers explained that the learning process is designed to encourage students to think critically about various social phenomena they encounter daily.

"We do not merely explain moral principles theoretically but invite students to analyze real-life cases they have experienced so they can understand the reasons why certain behaviors are considered good or bad according to Islamic teachings." (I-03, personal communication, January 15, 2026).

This statement indicates that learning is no longer centered on the teacher's delivery of information, but rather on the process of exploring meaning carried out by students through experience and reflection. In practice, teachers often present case studies drawn from the school environment or phenomena emerging on social media. Next, students are asked to discuss these cases in small groups and connect them to the principles of faith and ethics they have studied. Through this process, students not only grasp concepts intellectually but also learn to make moral decisions based on Islamic values. Research findings also indicate that reflecting on personal experiences is a key characteristic of implementing Deep Learning in Faith and Ethics education. At the end of each learning theme, students are given the opportunity to reflect on personal experiences related to the material studied. Reflection is conducted through class discussions, writing daily journals, or presenting experiences deemed relevant to the learning topic. This activity allows students to evaluate actions they have taken and compare them with the values taught in Islam.

One student explained that the reflection activity helped them understand the meaning of the learning better than simply memorizing the material.

"When asked to write about my own experiences, I came to better understand the mistakes I had made and how to correct them in accordance with the lessons learned." (I-08, personal communication, January 28, 2026).

These findings indicate that meaningful learning occurs not only through the reception of information but also through a reflective process that enables students to connect knowledge with their life experiences. This finding is supported by the documentation of students' reflection journals, which show that most students were able to identify behaviors requiring improvement, explain the causes of those behaviors, and formulate steps for change based on the Islamic values they had learned. Additionally, observation results show that students actively shared personal experiences and connected them to the learning material during the reflection activities.

Reflection serves as a crucial tool in fostering self-awareness, which ultimately drives a deeper internalization of moral values. Beyond experiential reflection, the implementation of Deep Learning is also evident through the use of critical discussions in the learning process. Observation results show that teachers routinely pose open-ended questions that encourage students to express their opinions, provide reasons, and defend their arguments based on Islamic values. In several sessions, students were asked to analyze the negative impacts of social media misuse, intolerant behavior, and a culture of verbal violence that frequently arise in the lives of adolescents. These activities created a space for dialogue that allowed students to develop critical thinking skills while strengthening their understanding of the moral values contained in the Akidah Akhlak curriculum.

Based on the observation results, the learning atmosphere was dialogic with a high level of student participation. Most students actively responded to their peers' opinions, asked critical questions, and connected the discussion to experiences they encounter in daily life. Documentation in the form of photos of learning activities and observation notes indicates that the discussion process is not only focused on finding the correct answer but also on the process of moral reasoning and deep reflection on values.

The school principal explained that the implementation of Deep Learning is part of the school's efforts to make religious education more relevant to students' needs in the digital age.

"Akidah Akhlak instruction must bring about changes in students' ways of thinking and behavior. Therefore, teachers are encouraged to use approaches that engage students"

in active thinking, discussion, and reflection on their experiences.” (I-01, personal communication, January 10, 2026).

This statement indicates that the implementation of Deep Learning at MTs Negeri 1 Musi Banyuasin is not merely a pedagogical strategy but also part of the madrasah’s policy to strengthen character education. Religious education is positioned as a means to foster students’ moral awareness and their ability to address the evolving social challenges in their environment. Research findings also reveal that collaboration is a key element in the implementation of Deep Learning. Teachers often divide students into discussion groups to complete problem-based learning tasks. In these activities, students are asked to identify problems, seek solutions based on Islamic teachings, and present the results of their discussions to their peers. This collaborative process not only enhances students’ understanding of the material but also develops their communication skills, teamwork, and social responsibility.

The Vice Principal for Student Affairs explained that group discussion activities have a positive impact on students’ social interactions.

“Students who are usually passive become more confident in expressing their opinions because they learn in smaller, more comfortable groups.” (I-02, personal communication, February 2, 2026).

The results of the observations indicate that collaborative activities foster more positive social interactions among students. These findings are supported by documentation from group project assessments, which reveal improvements in students’ communication skills, cooperation, and sense of responsibility in completing problem-solving tasks. In addition to learning strategies, the implementation of Deep Learning is also reflected in the assessment system used by teachers. The research results indicate that assessment is not only conducted through written tests but also through observations of attitudes, reflective journals, presentations, character projects, and student participation in discussions. Thus, assessment serves not only to measure mastery of the material but also to evaluate students’ character development and their ability to implement Islamic values— —in daily life. Based on the results of observations and interviews, the forms of Deep Learning implementation in Aqidah Akhlak instruction can be summarized in Table 3 below.

Table 3. Thematic Findings on the Implementation of Deep Learning in Akidah Akhlak Instruction Based on Interviews, Observations, and Documentation

Implementation Themes	Interview Findings	Observation Findings	Documentation Findings	Interpretation
Contextual learning	Teachers connect the material to phenomena in students' lives	Teachers use real-life cases related to social media, discipline, and bullying	Teaching modules and worksheets include contextual case studies	Enhancing the relevance of learning and the understanding of Islamic values
Reflection on experiences	Students reflect on personal experiences	Students actively share their experiences and self-evaluations	Reflection journals demonstrate awareness of behaviors that need improvement	Encouraging the internalization of values and self-awareness
Critical discussion	Teachers encourage analysis of moral cases and argumentation	Active dialogue and exchange of views take place	Case analysis worksheets are well documented	Developing critical and moral thinking skills
Collaboration	Learning takes place through group work	Students work together to complete problem-based tasks	Group project documents demonstrate division of responsibilities	Strengthening social skills and responsibility
Authentic assessment	Assessment is conducted through various forms of evaluation	Teachers observe students' attitudes and participation	Rubrics for attitude assessment, character projects, and reflection journals are available	Comprehensively assessing character development
Internalization of values	Informants report positive behavioral changes	Improved discipline and social awareness are evident	Character development records indicate behavioral changes	Deep Learning serves as a mechanism for the internalization of values

Source: Research data analysis results, 2026.

The data in Table 3 show that the implementation of Deep Learning is consistently confirmed through the triangulation of interview, observation, and documentation data. These three data sources reveal that contextual learning,

reflection on experiences, critical discussion, collaboration, and authentic assessment form a learning mechanism that fosters the internalization of Islamic values. These findings indicate that Deep Learning functions not only as a pedagogical strategy but also as a means of character development and the prevention of delinquent behavior among students.

Overall, the research results show that the implementation of Deep Learning has shifted the paradigm of Akidah Akhlak learning from a memorization-oriented approach toward one focused on meaning-making, reflection, and the internalization of values. Learning is no longer understood as a mere process of knowledge transfer but as a transformative process that enables students to develop a deeper understanding of Islamic values and implement them in daily life. These findings suggest that Deep Learning has the potential to be an effective pedagogical approach in enhancing the quality of Akidah Akhlak education while supporting the goals of Islamic education in shaping students' character and behavior.

2. Internalization of Akidah Akhlak Values through Meaningful Learning

The research results indicate that the implementation of Deep Learning in Akidah Akhlak instruction contributes to the process of internalizing Islamic values in students' daily lives. The internalization of values is demonstrated not only by students' understanding of religious concepts but also by their ability to accept, believe in, and apply these values in their daily behavior. Observation results indicate that teachers consistently link the topics of honesty, discipline, responsibility, and social etiquette to various phenomena relevant to students' lives, such as cheating, social media misuse, cyberbullying, and violations of school regulations. These findings are supported by documentation of instructional materials, reflection journals, and student worksheets, which demonstrate the integration of Akidah Akhlak content, reflective activities, and case studies as tools for internalizing values.

Based on interview results, Akidah Akhlak teachers explained that the primary goal of learning is not merely to enable students to answer exam questions, but also to apply the values they have learned in their daily lives.

"We want students not only to know what honesty, discipline, and responsibility are, but also to understand why these values are important and how to apply them in their daily lives." (I-03, personal communication, February 3, 2026).

This statement indicates that the learning process is directed toward fostering students' moral awareness. In practice, the teacher provides ample space for students to connect the " " (Faith and Ethics) curriculum with personal experiences they have had. Each student is given the opportunity to share experiences related to the learning theme, followed by a group discussion of the moral values embedded within them.

This activity fosters a reflective process that helps students understand the consequences of their actions. Research findings indicate that reflection serves as the primary mechanism in the process of internalizing values. After completing the lesson, students are asked to write about experiences related to the material studied and to evaluate their own behavior. Through this activity, students begin to recognize a gap between the values they understand and the behavior they have exhibited. This awareness then forms the foundation for the emergence of a desire to change their behavior in a more positive direction.

One student explained that the reflection activity helped them understand the meaning of the learning material better than the rote memorization methods that had often been used in the past.

“If I just memorize the material, I often forget it, but when discussing cases I’ve experienced myself, I find it easier to understand and remember the lesson.” (I-07, personal communication, February 5, 2026).

Observation results show that students actively share personal experiences during reflection activities, while documentation in reflection journals reveals an awareness to correct behaviors deemed inconsistent with Islamic teachings. In addition to reflection, the internalization of values also occurs through critical discussions regarding various moral issues emerging within the students’ environment. Teachers encourage students to analyze a problem from an Islamic perspective so they can understand the moral rationale behind an action. The Guidance and Counseling Teacher explained that this approach makes students more open to the process of self-evaluation and more receptive to guidance when violations occur (I-04). Findings from observations and documentation indicate an increase in student participation in discussions, the ability to present moral arguments, and behavioral changes documented in character development reports and homeroom teacher notes. Based on the results of triangulation involving interviews, observations, and documentation, the forms of value internalization that develop through Deep Learning-based Akidah Akhlak instruction can be seen in Table 3 below.

Table 4. Findings on the Internalization of Akidah Akhlak Values Based on Interviews, Observations, and Documentation

Internalized Values	Interview Findings	Observation Findings	Documentation Findings	Interpretation
Honesty	Students are beginning to realize the importance of honesty	Decrease in cheating	Fewer academic misconduct records	The value of honesty begins to be internalized
Discipline	Teachers observe an increase in discipline	Punctuality in attendance and assignment submission has improved	Attendance and assignment records show improvement	Disciplined behavior is being reinforced
Responsibility	Students are more responsible for their assignments	Assignments are completed more consistently	Portfolios and project assessments show improvement	Responsibility develops through meaningful learning
Etiquette	Student interactions are more positive	Reduced verbal conflicts in the classroom	Mentoring notes indicate improved communication	Values of good manners begin to be reflected in behavior
Social awareness	Students are more caring toward their peers	Group cooperation has improved	Group activity reports show active participation	Social bonds are strengthened
Self-control	Students are better able to evaluate behavior	Decrease in conflicts among students	Guidance counseling records show a decrease in disciplinary cases	Moral awareness and self-control have increased

Source: Results of research data analysis, 2026.

The data in Table 4 show that the internalization of Akidah Akhlak values is consistently confirmed through interview results, observations, and documentation. These findings indicate that meaningful learning through Deep Learning serves as a mechanism that encourages students to understand, internalize, and apply Islamic values in their daily lives. Thus, the success of Akidah Akhlak learning is reflected not only in cognitive aspects but also in changes in students' attitudes and behaviors.

3. The Contribution of Deep Learning to the Prevention of Delinquent Behavior Among Students

a. The Contribution of Deep Learning to the Prevention of Delinquent Behavior Among Students

Research findings indicate that the implementation of Deep Learning in Akidah Akhlak instruction contributes to the prevention of student delinquency by strengthening moral awareness, self-reflection skills, and responsible decision-making. Learning that links Akidah Akhlak material to real-world issues such as tardiness, bullying, student conflicts, social media ethics, and academic responsibility helps students understand the consequences of their actions.

Based on interview results, the Vice Principal for Student Affairs explained that after reflection-based learning and character-building were consistently implemented, there was a decrease in various forms of student disciplinary violations.

"Students have become more aware of school rules. Violations such as tardiness, minor fights, and the use of inappropriate language have begun to decrease." (I-02, personal communication, March 3, 2026).

The Guidance and Counseling Teacher also noted that students have shown improved ability to understand the impact of their behavior on both themselves and others.

"They are now better able to see the consequences of their behavior, both for themselves and for others." (I-04, personal communication, March 8, 2026).

These interview findings are supported by observation results showing increased student engagement in problem-solving discussions, a reduction in student conflicts during the learning process, and improved students' ability to express their opinions more politely. Additionally, documentation—including records of student violations, reflection journals, character-building activity reports, and guidance counselor reports—indicates a trend toward reduced disciplinary violations and increased student participation in positive activities during the study period.

Based on the triangulation of data from interviews, observations, and documentation, the contribution of Deep Learning to the prevention of student delinquent behavior is presented in Table 5.

Table 5. Analysis of Deep Learning's Contribution to the Prevention of Student Delinquent Behavior

Deep Learning Components	Findings from Interviews, Observations, and Documentation	Thematic Interpretation
Self-reflection	Students are able to evaluate their behavior and recognize the consequences of their actions	Enhancing moral awareness and self-control
Moral case discussions	Students actively analyze cases of bullying, social conflict, and digital ethics	Developing moral reasoning skills
Contextual learning	Materials are linked to real-world issues faced by students	Strengthening the Relevance of Islamic Values in Daily Life
Group collaboration	Observations indicate more positive social interactions and reduced conflict	Developing empathy and social responsibility
Internalization of values	Reflection journal entries demonstrate the application of values in daily life	Shaping religious character and prosocial behavior
Authentic assessment	Reflection assessments, character projects, and attitude observations are conducted on an ongoing basis	Encouraging consistent behavioral change

Source: Results of data analysis from interviews, observations, and documentation, 2026.

The data in Table 5 indicate that Deep Learning's contribution to delinquency prevention occurs through a gradual mechanism: meaningful learning that fosters self-reflection, the internalization of values, character strengthening, and the enhancement of students' moral awareness. Thus, the prevention of delinquent behavior does not occur through control or punitive approaches alone, but through a process of transforming understanding and behavior built during the learning process. Overall, the research results confirm that Deep Learning functions as a pedagogical mechanism that supports the prevention of delinquent behavior through the strengthening of students' values, character, and reflective abilities. These findings indicate that the success of Akidah Akhlak learning is not only reflected in academic aspects but also in positive behavioral changes that can be observed through interview data, observations, and documentation.

Discussion

1. Deep Learning as a Transformation of Akidah Akhlak Learning from Memorization to Meaningful Learning

The implementation of Deep Learning in Akidah Akhlak instruction demonstrates a paradigm shift from knowledge-transmission-centered learning toward meaning-construction oriented learning. These findings reinforce the concept

of Deep Learning, which positions students as active learners who construct understanding through experience, reflection, and social interaction. From this perspective, the success of learning is no longer measured by the ability to recall information, but rather by the students' ability to connect knowledge with real-life contexts, thereby generating deeper and more sustainable understanding (Zakaria et al., 2026).

This interpretation aligns with constructivist theory, which asserts that knowledge is constructed through a process of negotiating meaning based on experience and social interaction (Clarà, 2017). Thus, the use of reflection, case analysis, and collaborative discussion in Akidah Akhlak learning serves not only as a learning strategy but also as a means of meaning-making that enables students to understand the relevance of Islamic values in their daily lives. These findings expand upon the research results (Susilawati et al., 2026) and (Azyan et al., 2026) which emphasize the contribution of Deep Learning to enhancing student engagement and understanding, by demonstrating that meaningful learning also serves as the foundation for character transformation in Islamic Education.

From an Islamic education perspective, the results of this study confirm that Deep Learning aligns with the objectives of tarbiyah, which emphasizes the integrated development of cognitive, affective, and behavioral aspects. Islamic education aims not only to produce individuals who know religious values but also individuals capable of internalizing and implementing them in daily life. Therefore, Deep Learning can be understood as a pedagogical approach that supports the realization of transformative Islamic education oriented toward the formation of individuals of noble character.

2. Internalization of Values as a Mechanism for Behavioral Change in Students

Research findings indicate that changes in students' behavior do not occur directly through the delivery of religious material, but through a gradual process of value internalization. This finding can be explained through the theory of value internalization, which states that values influence behavior only after they have been accepted, believed in, and become part of an individual's belief system (Belgasem-Hussain & Hussaien, 2020). In this context, reflection on experiences and moral dialogue serve as mechanisms that connect religious knowledge with students' moral awareness.

The research findings also support the theory of reflective learning developed by (Landorf & Wadley, 2021), which asserts that experiences will only result in meaningful learning when individuals engage in critical reflection on those experiences. Through the reflection process, students do not merely understand moral concepts at the cognitive level but are able to evaluate their own behavior and consider

alternative actions more aligned with Islamic values. Thus, reflection serves as a bridge between knowledge and action.

From the perspective of Islamic Education, the process of internalizing values identified in this study reflects the concept of *tarbiyah*, which is not only oriented toward the transfer of knowledge but also toward the formation of character and ethics. According to (Rahmawati et al., 2025), Islamic education must be able to foster spiritual and moral awareness so that students adopt Islamic values as a guide for life. Research findings indicate that Deep Learning-based Akidah Akhlak instruction is capable of fulfilling this function through a learning process that simultaneously integrates the understanding, internalization, and practice of values.

These findings offer a new contribution to the study of Deep Learning in Islamic education. Previous research generally positions Deep Learning as a strategy for improving learning outcomes and critical thinking skills. In contrast, this study demonstrates that Deep Learning also functions as a mechanism for the internalization of values, explaining how religious understanding can develop into tangible character and behavior. This contribution reinforces the argument that the success of Akidah Akhlak learning cannot be measured solely through academic achievement but also through changes in students' attitudes and behavior.

3. Deep Learning as a Strategy for Preventing Student Delinquency

Deep Learning's contribution to preventing delinquent behavior can be understood through the perspective of social control theory, which states that deviant behavior tends to decrease when individuals have a strong attachment to the values and norms they embrace (Hodgson & Harris, 2022). In this study, the process of value internalization that occurs during learning strengthens students' moral awareness, so that behavioral control develops from within, rather than solely due to external supervision or the application of sanctions.

These findings also reinforce the results of Bierdz's research (Bierdz, 2025), which explains that low moral reflection skills are one of the factors contributing to the emergence of delinquent behavior in adolescents. Therefore, learning that encourages students to analyze the moral consequences of an action has the potential to reduce the tendency toward deviant behavior. In the context of madrasahs, this process is crucial because the challenges students face arise not only within the school environment but also in increasingly complex digital spaces. Furthermore, research findings support the character education framework proposed by (Pike et al., 2021), which identifies moral knowing, moral feeling, and moral action as the three primary dimensions of character development. Deep Learning enables the integration of these three dimensions through the process of understanding values, internalizing values, and implementing values in daily life. Thus, delinquency prevention is not achieved through a repressive approach but through the strengthening of students' moral awareness and character.

Based on this analysis, the novelty of this study lies in the development of a conceptual model that explains the causal relationship between meaningful learning, the internalization of values, character strengthening, and the prevention of delinquent behavior. This model demonstrates that Deep Learning functions not only as a learning approach to improve academic quality but also as a mechanism for behavioral transformation in Islamic Education. These findings expand the scope of Deep Learning research, which has traditionally focused more on cognitive aspects, toward the dimensions of character formation and the prevention of deviant behavior among students.

4. Conceptual Model of Deep Learning in the Prevention of Student Delinquent Behavior

Based on the results of data analysis, this study produced a conceptual model explaining the mechanism of how the implementation of Deep Learning in Akidah Akhlak instruction contributes to the prevention of student delinquent behavior. The model indicates that behavioral change does not occur directly through the delivery of religious material, but through a gradual process that begins with meaningful learning, followed by the internalization of values, character strengthening, and ultimately results in positive behavioral change.



Figure 2. Conceptual Model of Deep Learning for the Prevention of Student Delinquent Behavior

The model illustrates that Deep Learning functions as a pedagogical stimulus that creates meaningful learning experiences. These learning experiences enable students to internalize the values of Akidah Akhlak through processes of reflection and moral dialogue. The internalized values then develop into character traits reflected in increased moral awareness, self-control, empathy, and social responsibility. It is this character strengthening that subsequently contributes to a reduction in tendencies toward delinquent behavior, such as violations of school rules, bullying, conflicts among students, undisciplined behavior, and the misuse of digital media.

Theoretically, this conceptual model expands the study of Deep Learning, which has so far been more closely associated with improved learning outcomes and higher-order thinking skills. This study demonstrates that Deep Learning can also be understood as a mechanism for the internalization of values that bridges the relationship between meaningful learning and behavioral transformation in Islamic Education. Thus, the novelty of this research lies in the formulation of a causal relationship between Deep Learning, the internalization of values, character strengthening, and the prevention of delinquent behavior among students.

Conclusion

This study demonstrates that the implementation of Deep Learning in Akidah Akhlak instruction at MTs Negeri 1 Musi Banyuasin is capable of fostering more meaningful, reflective, and contextual learning through experience-based learning, critical discussion, self-reflection, collaboration, and authentic assessment. This approach not only strengthens students' understanding of Akidah Akhlak values but also serves as a mechanism for the internalization of values that fosters the development of positive character traits, such as honesty, discipline, responsibility, social concern, and self-control. The research findings produced a conceptual model showing that meaningful learning promotes the internalization of values, the internalization of values strengthens character, and the strengthening of character contributes to positive behavioral changes in students.

Furthermore, this study found that Deep Learning contributes to the prevention of delinquent behavior through the strengthening of moral awareness, self-reflection skills, and responsible decision making. Theoretically, these findings expand the study of Deep Learning in Islamic Education by positioning it as an instrument of behavioral transformation. Practically, the research results provide implications for teachers and madrasah administrators to develop more reflective and contextual learning as a character strengthening strategy. The limitation of this study lies in its focus, which was conducted in only one madrasah using a qualitative approach; therefore, future research is recommended to test the resulting conceptual model in various contexts of Islamic educational institutions through quantitative or mixed methods approaches.

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