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The Role of Deep Learning Strategies in Improving Student Activeness in The Islamic Learning Process at State Elementary School 82, Bengkulu City

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ABSTRACT

This study aims to describe the role of deep learning strategies in increasing student engagement in the learning process at SD Negeri 82, Bengkulu City. The background of this study is based on the low level of student participation in learning activities, such as asking questions, discussing, and expressing opinions, due to the dominant lecture method still used by teachers. The study used a descriptive qualitative method with data collection techniques in the form of participant observation, in-depth interviews, and documentation. Data analysis was carried out using the Miles & Huberman model, which includes data reduction, data presentation, and drawing conclusions. The results showed that the application of deep learning, which includes the stages of exploration, interpretation, decision-making, and reflection, significantly increased student engagement. Students became more confident in expressing opinions, actively asking questions, and engaging in group discussions. Learning also became more meaningful through project activities, reflection, and the use of trigger questions. Barriers such as differences in students' initial abilities and limited resources can be overcome through scaffolding, the use of simple media, and strengthening the role of teachers as facilitators. This study concludes that the deep learning strategy is effectively implemented at SDN 82 Bengkulu City to foster student engagement and is relevant to the demands of 21st-century learning.

Keywords: *Deep Learning, Student Engagement, Activeness In The Islamic Meaningful Learning, Learning Strategy*

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INTRODUCTION

Education in Indonesia is currently undergoing major changes to meet the increasingly complex demands of the times. In the 21st century, critical thinking, creativity, and collaboration skills have become crucial aspects of the teaching and learning process. To equip the younger generation to face global challenges, education in Indonesia requires more innovative methods and approaches, not only in subject matter but also in the teaching methods used. (Nuraeni et al., 2025). The learning process in schools plays a crucial role in shaping the quality of students, both academically and in character. One of the main challenges in learning is creating an interactive learning environment and encouraging active student involvement. Student active learning is a crucial indicator in assessing the success of the learning process. (Ruslandi et al., 2025)

The deep learning approach is a strategic effort in Indonesian education to maintain the relevance and sustainability of learning activities in line with increasingly evolving developments. The Minister of Primary and Secondary Education, Abdul Mu'ti, stated that deep learning is not a new curriculum approach, but rather a learning approach that emphasizes meaningful understanding, interconnectedness between concepts, and real-life application. This approach emphasizes three main elements: meaningful learning, mindful learning, and joyful learning, designed to create a comprehensive learning experience that is relevant to the student's context. (Kosasih et al., 2025)

This strategy is particularly relevant at the elementary school level because students are at a developmental stage that requires strengthened conceptual understanding and meaningful

learning experiences. Field studies show that some teachers still employ conventional methods such as lectures, resulting in students being passive and less engaged in learning activities. This situation demands innovative implementation of learning strategies that can optimally enhance student engagement.

Islamic Education (PAI) is built on two essential meanings: "education" and "Islamic religion." According to Plato, one definition of education is developing students' potential, fostering their moral and intellectual development, leading to the discovery of true truth. Teachers play a crucial role in motivating and shaping their environment. In Aristotle's ethics, education is defined as educating humans to adopt appropriate behavior in all their actions. (Mokh et al., 2019)

Initial observations conducted by researchers at SD Negeri 82 in Bengkulu City indicate that student engagement in the learning process remains low. Students participate less in asking questions, answering questions, discussing questions, and expressing opinions. Teachers also revealed that some students simply wait for directions without taking the initiative to explore the material further. The learning model used is still dominated by lectures and assignments, providing little space for students to interact and contribute to the learning process. These findings reinforce the urgency of implementing learning strategies that can activate students through a process of deeper understanding.

Education in Indonesia is currently facing significant changes in response to 21st-century developments that emphasize critical thinking, creativity, and student collaboration. In the context of elementary school learning, one of the problems still frequently encountered is low student engagement in the learning process. Learning engagement is an important indicator in assessing learning success because it reflects students' direct involvement in constructing knowledge. Initial observations at SD Negeri 82 in Bengkulu City indicate that most students remain passive, participating less in asking questions, answering questions, discussing questions, and expressing opinions. The ongoing learning process is still dominated by lecture and assignment methods, so it does not provide enough space for students to be actively involved.

In response to these conditions, a learning strategy is needed that can encourage active student engagement while improving the quality of the learning process. A relevant approach is the deep learning strategy, which emphasizes in-depth conceptual understanding, the development of critical thinking skills, and active student involvement in constructing knowledge through meaningful learning processes. This strategy focuses not only on mastery of the material but also on students' thinking processes, reflection, and active interaction in the learning process, thus hopefully creating a more lively and participatory learning environment.

Previous studies have shown that deep learning strategies have a positive impact on the learning process. Khusnul Khotimah & Abdan (2025) found that the application of deep learning in Islamic Religious Education (PAI) learning increased students' enthusiasm, active participation, and reflective skills in connecting the material to real life. Puji & Zuhri (2025) also demonstrated a 30% increase in active student engagement and an increase in teachers' understanding of deep learning concepts, accompanied by increased creativity and confidence in teaching. Furthermore, Yulia Herliani (2025) found that deep learning significantly improved student understanding while also increasing active participation in group discussions and collaboration.

These studies have focused primarily on improving conceptual understanding, learning outcomes, or critical thinking skills, while studies specifically highlighting student engagement as a key variable are still limited. Furthermore, the implementation of deep learning strategies at the elementary school level, particularly within the context of regular learning in schools with limited resources such as SD Negeri 82, Bengkulu City, has not been widely studied. This indicates a research gap regarding how deep learning strategies can directly influence student engagement in daily learning.

The novelty of this research lies in its focus on the role of deep learning strategies in enhancing student engagement at the elementary school level, specifically at SD Negeri 82, Bengkulu City. This research examines not only cognitive aspects such as understanding or

learning outcomes, but also emphasizes changes in student learning behavior in the form of active engagement in the learning process. Theoretically, this research is grounded in the concept of meaningful learning, which emphasizes students' active involvement in constructing knowledge through in-depth and contextual learning experiences.

This research focuses on analyzing the role of deep learning strategies in enhancing student engagement in the learning process at SD Negeri 82, Bengkulu City. The aims of this research are (1) to find out how the application of deep learning strategies can increase student activity, (2) to find out the challenges and solutions to the application of deep learning strategies in increasing student activity.

METHOD

This study uses a descriptive qualitative approach with the aim of understanding in depth the implementation of deep learning strategies and their impact on student engagement in the learning process at SD Negeri 82, Bengkulu City. The research design used is a case study focusing on one research location to obtain an in-depth picture of the phenomena occurring in the classroom. The research participants consisted of class teachers and students selected using a purposive sampling technique based on considerations of direct involvement in the learning process. The research instruments included the researcher as the main instrument, student engagement observation sheets, interview guidelines, and documentation such as lesson plans, activity photos, and learning notes. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation carried out repeatedly to obtain consistent and in-depth data. Data analysis used the Miles & Huberman interactive model consisting of data reduction, data presentation, and drawing conclusions with triangulation of sources and techniques to ensure data validity. This research was conducted for approximately one month in the even semester of the 2025/2026 academic year, starting from initial observations, data collection in the field during the learning process, to the analysis stage and preparation of the research report.

RESULT AND DISCUSSION

Based on the results of research conducted at SD Negeri 82 in Bengkulu City, two main findings were obtained related to the implementation of deep learning strategies to increase student engagement in the learning process. These findings illustrate how the strategy was implemented in the classroom, as well as the challenges that arose during its implementation, along with the solutions implemented by teachers.

Islamic Religious Education (PAI) is an effort and process of continuously cultivating something (education) between teachers and students, with noble morals as the ultimate goal. The instillation of Islamic values in the soul, feelings, and thoughts, along with harmony and balance, are its main characteristic . these main characteristics have become a way of life (one's outlook and attitude). (Mokh, et al., 2019)

1. Implementation of Deep Learning Strategies to Increase Student Engagement in the Learning Process at SD Negeri 82 in Bengkulu City

The implementation of deep learning strategies in this study demonstrates that the learning process focuses not only on delivering material but also on building deep understanding and active student engagement. This aligns with Hamber et al.'s (2025) opinion, which states that deep learning in the context of elementary education is not simply the use of technology, but rather a learning approach that adapts materials, strategies, and learning experiences to students' needs. Furthermore, Nuraida & Mulyanti (2026) emphasized that deep learning emphasizes in-depth conceptual understanding, the interconnections between concepts, and students' ability to transfer knowledge to new situations. In this study, the implementation of these strategies is seen through three main stages: planning, implementation, and evaluation of learning.

a.Learning Planning

In the planning stage, teachers systematically develop learning materials by integrating deep learning principles. Teachers design Lesson Implementation Plans (RPP) that are oriented

not only toward achieving cognitive objectives but also toward increasing student activity and engagement throughout the learning process. Learning objectives are formulated more comprehensively, encompassing conceptual understanding, critical thinking skills, and communication and collaboration skills.

Teachers also design learning materials that are contextual and relevant to students' daily lives. The materials are structured in such a way that students not only memorize but also understand the relationships between concepts and apply them to real-life situations. This aligns with the theory of Nuraida & Mulyanti (2026), which emphasizes the importance of interconnectedness in deep learning.

Furthermore, during the planning stage, teachers determine learning strategies and methods that support active student engagement, such as group discussions, problem-based learning, and interactive question-and-answer sessions. Teachers also design open-ended questions to encourage students to think more deeply and critically.

Student groupings are also designed heterogeneously, taking into account differences in academic ability, so that students can support and learn from each other. Teachers also prepare a variety of media and learning resources, such as images, videos, and contextual teaching materials, to create an engaging and non-monotonous learning environment. With this careful planning, learning is expected to be more focused and optimally facilitate students' learning needs.

b. Learning Implementation

During the implementation phase, the deep learning strategy is implemented through learning activities that emphasize comprehensive student engagement. Teachers begin learning with apperception activities that connect the material to students' real-life experiences, ensuring students are prepared to understand the material more deeply.

Next, teachers present challenging contextual problems relevant to students' lives. These problems are designed to encourage students to think critically, analyze, and find solutions both independently and in groups. In this process, students not only receive information but also actively construct their own knowledge, in accordance with the principles of deep learning.

Group discussions are a key strategy in the learning process. Students work together to understand the material, exchange ideas, and complete assigned tasks. Interaction among students in groups helps them see a concept from multiple perspectives, resulting in broader and deeper understanding.

Next, the teacher presents challenging, contextual problems relevant to students' lives. These problems are designed to encourage students to think critically, analyze, and find solutions independently or in groups. In this process, students not only receive information but also actively construct their own knowledge, in accordance with the principles of deep learning.

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This is in line with the theory that deep learning encourages interconnectedness between concepts and knowledge transfer (Nuraida & Mulyanti, 2026).

Teachers play an active role as facilitators by providing guidance, direction, and feedback throughout the learning process. They also ask follow-up questions to deepen students' understanding and encourage reflective thinking. Furthermore, they provide equal opportunities for all students to participate, both in group discussions and presentations.

Student engagement in learning is evident in their increased participation in asking and answering questions, and their courage in expressing their opinions. Students who previously tended to be passive begin to demonstrate greater engagement. The learning environment becomes more interactive and dynamic, no longer teacher-centered, but rather student-centered, as the primary subjects of the learning process.

c. Learning Evaluation

In the evaluation stage, teachers conduct a comprehensive assessment, focusing not only on the final results but also on the learning process itself. Evaluation is conducted by observing

student engagement during learning activities, such as participation in discussions, ability to express opinions, and involvement in group work.

Teachers also implement reflection activities at the end of the lesson as part of the evaluation. In this activity, students are asked to reflect on their understanding of the material they have learned and relate it to real-life experiences or situations. This reflection activity is crucial in deep learning because it helps students strengthen conceptual understanding and practice critical and evaluative thinking skills.

In addition, teachers provide direct feedback on student work, both individually and in groups. This feedback aims to help students identify their strengths and weaknesses and provide guidance for future improvement. Teachers also assign follow-up, practical assignments to assess students' ability to transfer their acquired knowledge to new situations.

The evaluation showed that the implementation of the deep learning strategy had a positive impact on student engagement. Students became more confident, more active in participating, and better able to understand the material in depth. Thus, the learning process not only resulted in improved learning outcomes but also significant changes in student attitudes and engagement.

2. Challenges and Solutions in Implementing the Deep Learning Strategy to Increase Student Engagement in the Learning Process at SD Negeri 82, Bengkulu City

In implementing the deep learning strategy, several challenges were identified that affected student engagement levels. The first challenge was the persistence of passive students who lacked confidence in expressing their opinions. This was due to previous learning habits that were often one-way, leaving students unaccustomed to actively participating in the learning process.

The second challenge was the differences in students' abilities in understanding the material, so not all students could optimally participate in discussions. Some students still needed more in-depth guidance to actively participate in learning. Limited learning time also hindered the optimal optimization of all stages of the deep learning strategy.

To address these challenges, teachers implemented several solutions, such as providing motivation and encouragement to students to build confidence in expressing their opinions. They also divided students into heterogeneous groups so that more capable students could assist those struggling. They also provided additional explanations slowly to students experiencing difficulties so they could continue to follow the learning process effectively.

With these strategies, emerging obstacles were minimized, ensuring that the implementation of deep learning continued smoothly and gradually increased student engagement.

1. Implementation of Deep Learning Strategies to Increase Student Active Learning at SD Negeri 82, Bengkulu City

Based on research at SD Negeri 82, Bengkulu City, the implementation of deep learning strategies has been proven to increase student active learning. In this study, student activeness was measured not only by the frequency of answering questions, but also by student engagement in understanding concepts in depth, expressing opinions, thinking critically, and participating in social interactions in the classroom. This indicates that active learning is the result of simultaneous cognitive, affective, and social student engagement. In practice, the implementation of this strategy at SD Negeri 82, Bengkulu City, can be analyzed through three main aspects: planning, implementation, and evaluation.

a. Learning Planning

In the planning stage, teachers demonstrated systematic efforts in designing deep learning-based learning. The planning was not only oriented toward delivering material but also designed to create learning experiences that engage students holistically. This is evident in the development of learning objectives that target not only lower-level cognitive aspects but also critical thinking, analytical, and communicative skills.

From a theoretical perspective, this planning reflects the principles of deep learning, which emphasize meaningful learning, where students not only receive information but also process it and connect it to their existing knowledge. Teachers also design materials that are

contextual and relevant to students' daily lives, making it easier for students to understand and internalize the concepts they learn.

Furthermore, the selection of strategies such as group discussions, problem-based learning, and the use of open-ended questions demonstrates that teachers have accommodated students' diverse learning needs. This aligns with Hamber et al.'s (2025) view that deep learning requires adapting learning strategies to the characteristics of the students. and student needs. Thus, the planning stage is an important foundation in creating learning that can increase student engagement.

b. Learning Implementation

During the implementation phase, the implementation of deep learning strategies becomes more visible through interactive, student-centered learning activities. Teachers are no longer the sole source of information, but rather act as facilitators, guiding students in constructing knowledge both independently and collaboratively.

The use of methods such as Project-Based Learning, case discussions, and interactive Q&A demonstrates that learning is designed to actively engage students in the thinking process. Students are given the opportunity to explore the material, analyze problems, and express their opinions openly. This aligns with the concept of mindful, meaningful, and joyful learning (Sodik, 2025), where students learn with awareness, understanding, and a pleasant atmosphere.

Furthermore, providing analytical prompting questions encourages students to not only understand the material superficially but also to connect concepts and apply them in real-world contexts. The group discussion process also fosters social interaction among students, fostering an exchange of ideas that enriches their understanding.

From the theoretical perspective of Nuraida & Mulyanti (2026), these activities reflect a deep learning process that emphasizes the interconnectedness of concepts and the ability to transfer knowledge. Increased student engagement in the learning process demonstrates that the strategies implemented are capable of creating a participatory and collaborative learning environment. Students are not merely objects of learning but also play an active role in constructing knowledge.

c. Learning Evaluation

During the evaluation stage, teachers not only assess the final learning outcomes but also pay attention to the student's engagement process during the activity. This demonstrates a shift in the evaluation paradigm from product-oriented to process-oriented.

Reflection activities conducted at the end of the lesson are an important indicator in the implementation of deep learning. Through reflection, students are encouraged to review what they have learned, identify their understanding, and relate it to real-life experiences. This process helps students strengthen conceptual understanding and cultivate critical and evaluative thinking skills.

Furthermore, teacher feedback plays a crucial role in enhancing student engagement. Constructive feedback can increase learning motivation and encourage students to be more confident in participating. Teachers also assign practical assignments to assess students' ability to transfer knowledge to new situations, as emphasized in deep learning theory (Nuraida & Mulyanti, 2026).

Thus, evaluation in deep learning serves not only as a measuring tool but also as a means to continuously develop students' thinking skills. The research results show that through comprehensive evaluation, student engagement can be continuously and gradually improved, both cognitively, affectively, and socially.

2. Challenges and Solutions in Implementing Deep Learning Strategies to Increase Student Engagement in the Learning Process at SD Negeri 82, Bengkulu City

Based on research results at SD Negeri 82, Bengkulu City, the implementation of deep learning strategies has been proven to increase student engagement in the learning process. Student engagement is not only evident in their ability to answer questions, but also in their ability to connect concepts, reflect, present critical arguments, and participate in class

discussions. In this context, teachers understand that engagement is the result of student engagement cognitively, affectively, and socially, not simply answering questions.

Deep learning strategies are implemented to build in-depth understanding through a mindful, meaningful, and joyful approach (Sodik, 2025). In its implementation, teachers use methods such as Project-Based Learning, case discussions, and reflection to enable students to actively explore the material. This demonstrates that deep learning focuses not only on the final outcome but also on the learning process, directly involving students in constructing knowledge.

During the learning process, teachers also provide provocative questions that encourage students to think analytically, compare concepts, and relate the material to real-life situations. Students then reflect through learning journals and small group discussions. This makes learning more interactive, where students are not merely recipients of information but also active participants in the learning process.

Student engagement increases when teachers allow freedom to choose learning strategies, learning resources, and presentation formats for assignments. Teachers act as facilitators, providing guidance and feedback, enabling students to become more confident in asking questions, expressing opinions, and actively engaging in the learning process.

Despite its positive impact, the implementation of deep learning also faces several challenges. Differences in students' initial abilities are a major obstacle, as some students are still accustomed to surface learning, where they simply memorize without understanding (Khotimah & Abdan, 2025). Furthermore, limited technological resources also hinder the implementation of digital project-based learning.

Another challenge stems from teachers' readiness to design learning. Teachers are required to be able to create authentic assessments, provide scaffolding, and manage student-centered learning (Nurjanah & Suryadi, 2025). Without proper planning, learning can become less focused and decrease student motivation.

To address this, teachers implement several solutions, such as providing gradual scaffolding, using problem-based worksheets (LKPD), contextual learning videos, and creative group discussions. Furthermore, collaboration with parents is strengthened to support student learning at home (Putri et al., 2022). With these steps, student engagement can be continuously improved despite limited resources.

Evaluations show that students become more active in asking questions, discussing, explaining ideas, and completing independent assignments. Portfolio-based assessments also demonstrate a sustained improvement in critical thinking skills and student participation (Dewi et al., 2025). Thus, deep learning strategies have proven effective in enhancing student engagement across cognitive, affective, and social dimensions.

Several previous studies have shown that deep learning strategies have a positive impact on increasing student engagement, understanding, and active participation in the learning process. These findings serve as a basis for comparison in this study to assess the consistency and relevance of the results obtained at SD Negeri 82 Bengkulu City with previous research.

Khusnul Khotimah & Abdan (2025) found that the application of deep learning in Islamic Religious Education (PAI) learning increased students' enthusiasm, active participation, and reflective skills in connecting the material to real life. These findings demonstrate that deep learning strategies not only focus on cognitive aspects but also foster students' emotional and reflective engagement in learning. Puji & Zuhri (2025) showed a 30% increase in active student engagement, accompanied by an increase in teachers' understanding of the concept of deep learning. Furthermore, teachers became more creative, reflective, and had greater confidence in implementing deep learning-based instruction in the classroom. Yulia Herliani (2025) also found that deep learning strategies significantly improved student understanding while encouraging active participation in discussions and group collaboration. This confirms the effectiveness of deep learning in creating interactive, student-centered learning.

Furthermore, research by Setiani et al. (2025) showed that the majority of Teacher Leaders had a good understanding and positive attitudes toward deep learning. This approach was deemed effective in increasing active student participation, building connections between

concepts, and creating reflective and contextual learning. However, this study also revealed obstacles such as limited facilities, misconceptions regarding deep learning, which is often equated with artificial intelligence, and a lack of intensive teacher training. These findings confirm that the success of implementing deep learning depends not only on the concept, but also on teacher readiness and support from the overall education system.

Furthermore, research by Tuna et al. (2026) showed that although teachers had a basic understanding of the concept of deep learning, its application in learning was not optimal. The learning process was still dominated by lecture methods, student exploratory activities were limited, and authentic assessments were not consistently implemented. The main obstacles faced included a lack of practical training, limited learning facilities, and a relatively high teacher administrative burden. Therefore, this study emphasizes the importance of improving teacher competency through applied training and ongoing mentoring, as well as school support in creating a conducive learning environment.

The results of this study indicate that the deep learning strategy plays a significant role in increasing student engagement in the learning process at SD Negeri 82, Bengkulu City. Implementing this strategy not only increases student participation in learning activities but also fosters more critical, reflective, and meaningful thinking patterns. With active student involvement in the learning process, learning objectives oriented toward developing 21st-century competencies can be more optimally achieved.

The successful implementation of the deep learning strategy still requires support from various parties, particularly teachers as learning designers and implementers, as well as a conducive school environment. Challenges arising during the implementation process need to be continuously addressed through learning innovation and teacher competency improvement. Thus, the deep learning strategy can continue to be developed as an effective learning approach to continuously increase student engagement.

CONCLUSION

Islamic Religious Education (PAI) is an effort and process of continuously instilling values between teachers and students, with akhlakul karimah as the ultimate goal, emphasizing the instillation of Islamic values in the soul, feelings, and thoughts, as well as harmony and balance as its main characteristics (Rahman, 2012). These characteristics, according to Muhaimin (2004), have become a way of life for students (Mokh et al., 2019). In the context of this study, the implementation of the deep learning strategy at SD Negeri 82 Bengkulu City has been proven effective in increasing student activeness in the PAI learning process through three main stages: planning (preparing contextual lesson plans, interactive strategies, and heterogeneous grouping), implementation (apperception, group discussions, problem solving, and teacher facilitation), and evaluation (process observation, reflection, and applicable feedback). This approach is in line with the theory of Hamber et al. (2025), Nuraida & Mulyanti (2026), and Sodik (2025) emphasized deep understanding, conceptual interconnectedness, and mindful, meaningful, and joyful learning. Nevertheless, challenges such as student inactivity, differences in ability, limited time, and facilities were addressed through motivation, gradual scaffolding, problem-based student worksheets (LKPD), and parent collaboration. These findings are consistent with previous research such as that of Khotimah & Abdan (2025), Puji & Zuhri (2025), Yulia Herliani (2025), Setiani et al. (2025), and Tuna et al. (2026), which demonstrated increased student participation, critical understanding, and reflection, despite requiring teacher training and infrastructure support. Overall, deep learning strategies not only enhance student cognitive, affective, and social engagement but also support the development of 21st-century competencies and the formation of noble character. This success underscores the need for continuous innovation, teacher competency improvement, and a conducive school environment to optimize Islamic Religious Education (PAI) in elementary schools.

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