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## DESIGNING A DEEP LEARNING INTEGRATED TEACHING MODULE IN AQIDAH AKHLAK SUBJECT IN MADRASAH ALIYAH

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### Abstrak

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Artikel ini bertujuan untuk mengeksplorasi proses penyusunan modul pembelajaran terintegrasi *deep learning* pada mata pelajaran Akidah Akhlak. Metode penelitian yang digunakan adalah kualitatif deskriptif di Madrasah Aliyah (MA) Ulil Albab Kedawung Mojo, Kabupaten Kediri. Pengumpulan data dilakukan melalui wawancara dengan guru Akidah Akhlak dan dokumentasi. Studi ini menemukan bahwa guru telah mendesain modul ajar terintegrasi *deep learning* secara sistematis dengan komponen yang lengkap sesuai dengan kerangka Kurikulum Merdeka. Tiga prinsip *deep learning* terintegrasi dalam dua komponen modul ajar, yaitu pertanyaan pemantik (memuat prinsip *mindful learning*) dan langkah-langkah pembelajaran yang terdiri dari kegiatan pembuka (memuat prinsip *joyful* dan *mindful learning*), kegiatan inti (memuat aspek *joyful* dan *meaningful learning*), serta kegiatan penutup (memuat prinsip *mindful*, *meaningful*, dan *joyful learning*). Secara keseluruhan, integrasi ketiga prinsip tersebut dalam komponen modul ajar menunjukkan bahwa *deep learning* dapat diterapkan secara sistematis untuk mendukung perencanaan pembelajaran yang holistik dan berpusat pada siswa. Temuan ini mengimplikasikan bahwa penyusunan modul ajar terintegrasi *deep learning* dapat menjadi acuan dalam merancang pembelajaran yang bermakna, kontekstual, dan selaras dengan tujuan pembelajaran. Kontribusi penelitian ini terletak pada pemberian bukti empiris mengenai praktik integrasi *deep learning* pada komponen-komponen modul ajar serta pada pengayaan kajian tentang implementasi *deep learning* dalam perencanaan pembelajaran dalam konteks Kurikulum Merdeka.

**Kata Kunci:** Akidah Akhlak, Modul Ajar, Pembelajaran Mendalam.

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### Abstract

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This article aims to explore the process of designing a deep learning-integrated teaching module for the Aqidah Akhlak subject. The research method used is descriptive qualitative at Ulil Albab Islamic Senior High School (MA), Kedawung Mojo, Kediri Regency. Data collection was conducted through interviews with Aqidah Akhlak teachers and documentation. This study found that teachers have systematically designed a deep learning-integrated teaching module with complete components in accordance with the *Merdeka* Curriculum framework. Three deep learning principles are integrated into two components of the teaching module: essential questions (containing mindful learning principles) and learning steps consisting of opening activities (containing joyful and mindful learning principles), core activities (containing joyful and meaningful learning

aspects), and closing activities (containing mindful, meaningful, and joyful learning principles). Overall, integrating these three principles into the teaching module's components demonstrates that deep learning can be systematically applied to support holistic, student-centered learning planning. These findings suggest that developing a deep learning-integrated teaching module can serve as a reference for designing meaningful, contextualized instruction aligned with learning objectives. The contribution of this research lies in providing empirical evidence on the practice of integrating deep learning into teaching module components and in enriching the study of deep learning implementation in lesson planning within the context of the *Merdeka* Curriculum.

**Keywords:** Aqidah Akhlak, Deep Learning, Teaching Module.

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## A. INTRODUCTION

Every curriculum change encourages teachers to adjust the learning design (Ridho et al., 2025). This adjustment is unavoidable, as the changes it entails are intertwined with other aspects of change, such as the demands of the times and technological developments (Habibah & Nurhidin, 2023). Teachers' ability to adapt to these changes is a challenge for creating meaningful, innovative, and student-focused learning (Khotimah & Abdan, 2025). Developing deep learning-integrated teaching modules is one way teachers adapt to the *Merdeka* Curriculum learning tools. Implementing a deep learning approach aims to create mindful, meaningful, and joyful learning (Irfanuddin et al., 2025). Therefore, deep learning-integrated teaching modules incorporate three aspects of deep learning as the main guidelines for learning.

A teaching module is a learning plan developed in accordance with the applicable curriculum to assist teachers in implementing the learning process (Yuisman et al., 2023). It contains several important components, such as learning objectives, activity steps, learning media, and assessments (Rosyidah et al., 2025). As a learning tool, teaching modules are designed and presented in an organized, attractive manner to meet predetermined competency standards (Agusty et al., 2023). Their existence is crucial because they serve as indicators of success in achieving learning objectives and help teachers present a more varied range of learning (Penyusun, 2024). In this case, teachers play the primary role in developing teaching modules. However, in practice, many teachers still face obstacles in developing them (Taufik et al., 2023).

Research on Islamic Religious Education (PAI) teachers in elementary schools (SD/MI) throughout Metro City, Lampung, shows that many teachers still struggle to create Islamic Religious Education (PAI) teaching modules for the *Merdeka* Curriculum (Fadilah & Laili, 2024). Likewise, Fiqh subject teachers have difficulty in designing effective teaching modules aligned with the *Pancasila* Student Profile Strengthening Project (P5) (Salsabila et al., 2025), obstacles in determining learning outcomes (CP), formulating learning objectives (TP), or in developing assessments (Amelia, 2024), and difficulty understanding and compiling teaching modules and their components (Agusty et al., 2023). Other research reveals that limited teacher training in creating teaching modules affects the quality of the modules compiled (Mulyani et al., 2024). These findings indicate several factors that contribute to teacher difficulties in developing teaching modules, including: differences in the needs and abilities of each student,

a lack of understanding of the components of teaching modules, limited skills in designing innovative learning, and a lack of experience in systematically integrating objectives, activities, media, and assessments.

Although various studies have identified teacher obstacles in developing teaching modules, existing studies still focus on technical aspects, such as differences in student characteristics, limited understanding of module components, low skills in designing learning, and a lack of ability to integrate objectives, activities, media, and assessments systematically (Riawarda & Ilham, 2024; Ridho et al., 2025; Sirojudin, 2024; Zuhriyyah et al., 2025; Zulkarnain & Lilawati, 2026). Research specifically examining the development of teaching modules based on the deep learning approach remains relatively limited (W. M. Rosyidah et al., 2025). Departing from this gap, this study positions the design of deep learning-integrated teaching modules as an approach that not only emphasizes the completeness of module components but also integrates the principles of meaningful learning, critical thinking, and reflection, and is oriented towards knowledge transfer.

The novelty of this research lies in the development of a teaching module that systematically integrates the deep learning framework into learning objective formulation, activity design, media selection, and assessment, resulting in a more coherent, contextualized module that supports 21st-century learning. Therefore, this study aims to describe the process of compiling a teaching module on Aqidah Akhlak, integrated with deep learning, for the SMA/MA Phase F level. The research questions in this study focus on: 1) challenges and strategies for compiling a teaching module integrated with deep learning in learning Aqidah Akhlak, and 2) integration of deep learning principles in learning Aqidah Akhlak. The urgency of this study is the need for teachers to have guidelines for developing teaching modules integrated with deep learning, as this new approach is inherent to the Merdeka Curriculum, the new curriculum policy.

## **B. RESEARCH METHOD**

This study uses a descriptive qualitative research method. This approach was chosen because it aims to understand in depth the process of preparing a deep learning-integrated teaching module for the subject of Aqidah Akhlak in the XIth-grade chapter "*Israaf, Tabzir, and Bakhil*" at Ulil Albab Kedawung Mojo Islamic Senior High School (MA), Kediri Regency. The research subject in this study is the Aqidah Akhlak subject teacher, Hibatin Wafiroh. Informants were selected using a purposive sampling technique (Makwana et al., 2023). These considerations are based on the informants' experience in developing the Aqidah Akhlak teaching module, which integrates deep learning. Data collection techniques were conducted through semi-structured interviews and documentation in December 2025. Semi-structured interviews offer greater flexibility in data collection. Although questions have been prepared, their order and development can be adjusted as the interview progresses and the informants' responses unfold (Rahmawati et al., 2024).

Documentation techniques were used to obtain supporting data in the form of teaching modules, archives, and reports on the Aqidah Akhlak subject for XIth-grade, compiled by the informants. Data analysis was conducted using the Miles and Huberman model, which comprises three stages: data condensation, data presentation, and conclusion drawing (Miles &

Huberman, 1992). In the data condensation stage, interview transcripts were selected based on information relevant to the research focus. Next, the data were presented descriptively. The final stage was the conclusion of the research data. Data validity was maintained through triangulation, comparing interview results with documentation.

## C. RESULTS AND DISCUSSION

### 1. Challenges and Strategies for Designing *Aqidah Akhlak* Teaching Modules Integrated with Deep Learning

Developing deep learning-integrated teaching modules is mandated by the new curriculum policy, the *Merdeka* Curriculum, which teachers must implement. The development process is a concrete manifestation of teachers' efforts to develop learning materials as an administrative dimension while optimizing learning quality. Therefore, teachers require a comprehensive understanding of each component. As a new curriculum, this development of teaching modules faces unique challenges. This study identified several challenges faced by *Aqidah Akhlak* teachers in developing deep learning-integrated teaching modules. First, teachers found it difficult to understand the new components in the teaching modules. This challenge was found in the placement of the three main principles of deep learning within the overall learning process. These difficulties included determining at which stage to introduce these principles, integrating them systematically, and ensuring that all three principles are aligned throughout the planning, implementation, and evaluation stages. Second, the short deadline for completion, as she explained, *"In my institution, the deadline is too tight, and teachers are very busy, and they don't have the same class to cover. So, in my opinion, it's quite a struggle. This is for my institution's evaluation"* (Hibatin Wafiroh, personal communication, December 9, 2025). Third, *madrasas* have not provided practical guidelines for compiling teaching modules.

To address these challenges, a teacher, despite her busy schedule, participated in online workshops to create teaching modules for the *Merdeka* Curriculum in accordance with her *madrasah's* instructions. It demonstrates the teachers' commitment to continuously improving their competencies (Habibah, 2022). From this activity, the teacher gained a better understanding and confidence in developing teaching modules. In developing teaching modules, they cannot be put together simply; they must follow established development stages. The first stage is analyzing student characteristics. At this stage, the teacher coordinates by consulting the *Aqidah Akhlak* subject teacher from the previous class, reviewing report card results, and conducting a diagnostic assessment to determine students' prior abilities before learning a particular topic. The teacher does this to analyze the balance between the obstacles students face and their learning outcomes. The second stage is to develop a learning objective flow (ATP) that aligns with the learning outcomes (CP). In this case, the teacher has the freedom to complete the material at a specific stage. For example, the *Asmaul Husana* material can be completed entirely in stage F. In the *Merdeka* Curriculum, teachers are free to determine learning objectives, and students are also free to learn. The crucial aspect is whether the material in the CP can be delivered at that stage. Furthermore, when developing ATP, it is necessary to add cognitive, affective, and psychomotor taxonomies.

CAPAIAN PEMBELAJARAN (CP)	
Institusi	: MA Ulil Albab Kediri
Mata Pelajaran	: Akidah Akhlak
Fase	: F
Kelas	: XI
Tahun Pelajaran	: 2025/2026
Penyusun	: Hibatin Wafiroh, S.Pd
Elemen	Capaian Pembelajaran
Akidah	Peserta didik mampu menganalisis sejarah ilmu kalam, tokoh utama dan ajaran pokok aliran-aliran Ilmu Kalam (Khawarij, Syiah, Murji'ah, Jabariyah, Qodariyah, Mu'tazilah, Ahl as-Sunnah wa al-Jama'ah - Asy'ariyah dan Maturidiyah) sebagai upaya mewujudkan sikap toleran dan memegang teguh akidah yang benar sebagai pedoman dalam kehidupan sehari-hari. Mengimplementasikan makna kandungan Asma al-Husna (al-'Afuww, al-Razzaq, al-Malik, al-Hasib, al-Hadi, al-Khaliq, al-Hakim); menganalisis dalil dan fakta kematian, husnul khatimah, su'ul khatimah, dan alam barzah sebagai pedoman dan peringatan dalam merespon tantangan kehidupan hedonis dan materialistis di era global.
Akhlak	Peserta didik mampu menganalisis syariat, tarikat, hakikat, dan ma'rifat, inti ajaran tasawuf menurut tokoh (Imam Junaid al-Baghdadi, Rabiah al-Adawiyah, al-Ghazali, Syekh Abdul Qadir al-Jailani); sikap tasamuh (toleransi), musawah (persamaan derajat), tawasuth (moderat), ukhuwah (persaudaraan), bekerja keras, kolaboratif, fastabiq al-khairat, optimis, dinamis, kreatif, inovatif, etika dalam berorganisasi dan bekerja; serta menghindari akhlak tercela (membunuh, liwath, LGBT, meminum khamar, judi, mencuri, durhaka kepada orang tua, meninggalkan salat, memakan harta anak yatim, korupsi, israf, tabzir, bakhil, nifaq, keras hati, ghadlab/pemarah, fitnah, hoaks, namimah, tajassus, ghibah) sehingga terbentuk pribadi yang memiliki kesalahan individual dan sosial.

**Figure 1.** Learning Achievement of Aqidah Akhlak Subject for XIth-grade

Figure 1 shows that the teacher has prepared the CP in accordance with phase F. The third stage is to systematically compile the components of the teaching module according to the phase and learning materials; for example, in phase F, the materials are *israf*, *tabzir*, and *bakhil*. At this stage, the teacher explains that there are two steps. *First*, compile the general information component of the teaching module. General information consists of several components, including module identity (name of the institution, name of the compiler, subject, phase/class/semester, time allocation, academic year, identification of student readiness, dimensions of the graduate profile, and a love-based curriculum). In compiling all these components, the teacher must align them with learning needs and learning materials and refer to the learning outcomes.

MODUL AJAR	
Mata Pelajaran: Akidah Akhlak	
Topik Pembelajaran: Israf, Tabzir, dan Bakhil	
INFORMASI UMUM	
<b>A. Identitas Modul</b>	
Nama Madrasah	: MA ULIL ALBAB KEDIRI
Nama Penyusun	: Hibatin Wafiroh, S.Pd
Mata Pelajaran	: Akidah Akhlak
Fase/Kelas/Semester	: F/XI/II
Alokasi Waktu	: 2 JP X 45 Menit
Tahun Pelajaran	: 2025 / 2026
<b>B. Identifikasi Kesiapan Peserta Didik</b>	
Peserta didik telah memiliki pengetahuan awal tentang perilaku boros dan kikir dalam kehidupan sehari-hari, namun belum mampu membedakan secara konseptual antara israf, tabzir, dan bakhil berdasarkan dalil naqli serta dampaknya dalam kehidupan.	
<b>C. Dimensi Profil Lulusan dan Kurikulum Berbasis Cinta (pilih dari 8 dpl PM dan 5 dpl KBC)</b>	
1. Keimanan dan Ketakwaan Kepada Tuhan	
2. Penalaran Kritis	
3. Kolaborasi	
4. Komunikasi	
5. Cinta Kepada Tuhan Yang Maha Esa	
6. Cinta Kepada Diri dan Sesama	
7. Cinta Kepada Lingkungan	

**Figure 2.** General Information on the Teaching Module

Figure 2 presents general information compiled by component of the teaching module. *Second*, there is a core competency. Core competency has several components: learning

outcomes (CP), learning objectives (TP), meaningful understanding, essential questions, contextual learning topics, and learning steps, including preliminary activities, core activities, closing activities, learning assessments, diagnostic assessments, summative assessments, formative assessments, and assessment rubrics. In compiling ATP, teachers have the freedom to create a flow of learning objectives to achieve learning outcomes. ATP is more focused on the core material students must master at a given phase. ATP is a combination of several learning objectives arranged into a single series. Then, a meaningful understanding, namely the understanding that students can obtain after participating in the learning process. For example, Students understand that *israf*, *tabzir*, and *bakhil* behavior can be detrimental to oneself, social relationships, and the environment, so a simple lifestyle is needed as a form of obedience and love for Allah SWT. Essential questions foster students' curiosity and critical thinking skills.

*Third*, developing learning steps is the main consideration, as this is where deep learning is integrated. The learning steps are divided into three: (1) preliminary activities, (2) core activities, and (3) closing activities. In the preliminary activities, the teacher opens the lesson with a greeting and a prayer. Furthermore, to implement joyful learning, the teacher can invite students to do an icebreaker at the beginning of the lesson to build students' concentration before the lesson starts. After that, the teacher conveys the learning objectives as part of mindful learning. Then, during the core activity stage, the teacher is free to determine which deep learning aspects to apply in the learning process. In the closing activities, the teacher reinforces values and motivation, helping students be more enthusiastic about learning in the future.

G.	<p>Asesmen Pembelajaran</p> <p>1. Asesmen Diagnostik</p> <p>Pertanyaan lisan tentang kebiasaan peserta didik dalam menggunakan harta: Apakah setiap pengeluaran yang besar termasuk israf? Apakah menahan harta selalu merupakan sikap yang baik menurut Islam?</p> <p>2. Asesmen Formatif</p> <p>Observasi diskusi kelompok</p> <p>3. Asesmen Sumatif</p> <p>Penilaian LKPD</p>
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**Figure 3.** Learning Assessment

*Fourth*, learning assessment. Figure 3 shows the components of the three types of assessments designed. First, the diagnostic assessment consists of two oral questions regarding students' habits in using the property. Second, the formative assessment consists of observations of group discussion activities. Third, the formative assessment consists of student worksheets (LKPD). *Fifth*, prepare an appendix. The appendix includes student worksheets (LKPD), diagnostic, formative, and summative assessments, and an assessment rubric. LKPD contains assignment sheets or student work for one or two meetings. Diagnostic assessments can take the form of oral questions at the beginning of the lesson to determine students' readiness to begin learning. Formative assessments are conducted after each lesson to gauge students' understanding of the material. The summative assessment is a final evaluation at the end of the semester to measure students' achievement of learning outcomes. Then, in the appendix, create an assessment rubric in the assignment's format, complete with scores and achievement

information. At the end of the appendix, include a glossary or list of important terms and references from sources used in the lesson.

4. Rubrik Penilaian:				
Rubrik & Rekap Penilaian Formatif Diskusi				
Mata Pelajaran : Akidah Akhlak				
Kelas : XI				
Materi : Israf, Tabkhill, dan Tabdzir				
Teknik : Diskusi Kelompok				
A. Rubrik Penilaian (Format Kemenag)				
Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Sikap	Santun, menghargai, kerja sama	Santun & menghargai	Kurang konsisten	Tidak menunjukkan sikap baik
Pengetahuan	Paham konsep & dalil	Paham sebagian	Terbatas	Tidak paham
Keterampilan	Aktif contoh nyata	Cukup aktif	Kurang aktif	Pasif

**Figure 4.** Assessment Rubric

Figure 4 shows an assessment rubric created by an Aqidah Akhlak teacher. The rubric follows the Ministry of Religious Affairs (Kemenag) format, which comprises three aspects of assessment: attitude, knowledge, and skills. These three aspects of assessment indicate that the development of the Aqidah Akhlak teaching module on "*Israf, Tabzир, and Bakhil*" has been carried out systematically and includes components that comply with the provisions of the *Merdeka* Curriculum. The components include module identity, CP, TP, meaningful understanding, essential questions, learning activities, assessments, assessment rubrics, student worksheets (LKPD), and reflections. To obtain a clearer picture of the suitability of the components of the Aqidah Akhlak teaching module integrated with deep learning compiled by an Aqidah Akhlak teacher at MA Ulil Albab, the following table shows the components of the teaching module that should be included in the *Merdeka* Curriculum.

**Table 1.** Compliance of Teaching Module Components

Components	Compliance	Information
Module identity	Appropriate	Complete
Learning outcomes	Appropriate	Appropriate with CP phase F
Learning objectives	Appropriate	In line with CP
Meaningful learning	Appropriate	Listed
Essential questions	Appropriate	Supporting learning
Learning activities	Appropriate	Loading student activities
Assessment	Less	Assessment types exist, but instruments are incomplete
Assessment rubric	Less	Still need more detailed indicators
Student worksheets (LKPD)	Appropriate	Available
Reflection	Appropriate	Available

Table 1 shows that the components of the teaching module meet the requirements for developing teaching modules under the *Merdeka* Curriculum framework. The module identity,

CP, TP, meaningful understanding, essential questions, learning activities, assessments, assessment rubrics, LKPD, and reflection have been well-structured. With well-planned teaching modules, teachers can more easily manage the learning process systematically, ensure the achievement of learning objectives, and evaluate student learning outcomes. This finding aligns with research indicating that teachers are ready to develop teaching modules for the *Merdeka* Curriculum, starting with an analysis of teachers' and students' conditions and needs (Yuisman et al., 2023). The existence of diagnostic and formative assessments conducted during the learning process and summative assessments at the end of learning aligns with the characteristics of the *Merdeka* Curriculum, which accommodates differentiated learning (Nurhidin & Habibah, 2024; Penyusun, 2024, p. 28). However, the assessment components that have been formulated still require complete details or attachments, including assessment indicators, more detailed assessment instruments, and formats such as observation sheets, test questions, and assessment rubrics, to enable the measurement of student learning outcomes more objectively (Nengsih et al., 2024).

## 2. Integration of Deep Learning Principles in Aqidah Akhlak Learning

This study found that teachers have developed teaching modules for the Aqidah Akhlak subject that integrate deep learning principles. These principles include mindful, meaningful, and joyful learning (Penyusun, 2025, p. 4). These three principles are found in two components: essential questions and learning activities. The principle of mindful learning is evident in the essential questions that teachers create to foster students' curiosity and critical thinking. The goal is to guide students toward a meaningful understanding aligned with the learning objectives. Essential questions are also a type of reflective question that teachers ask at the beginning of the lesson. In this study, there are two essential questions teachers asked: *1. Is every large expense considered israf? 2. Is withholding wealth always a good attitude according to Islam?* Thus, the integration of mindful learning is clearly visible in the developed teaching module. This aligns with research findings indicating that mindful learning is an approach that encourages students to be aware and present in the learning process (Khotimah & Abdan, 2025) while simultaneously fostering self-motivation (F. Rosyidah et al., 2026).

F.	<p>Langkah-Langkah Pembelajaran (Deep Learning)</p> <p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam dan doa</li> <li>2. Ice breaking ringan (joyfull)</li> <li>3. Guru menyampaikan tujuan pembelajaran (mindfull)</li> </ol> <p><b>Kegiatan Inti</b></p> <p>Tahap 1 – Memahami</p> <ol style="list-style-type: none"> <li>1. Peserta didik menyimak video atau cerita singkat tentang perilaku boros dan kikir <a href="https://youtu.be/OWuHKR6QAQk?si=-tTBpiQqXc3TNLo">https://youtu.be/OWuHKR6QAQk?si=-tTBpiQqXc3TNLo</a> (joyfull)</li> <li>2. Peserta didik membaca materi di PPT dan mendiskusikannya dengan guru tentang israf, tabzir, dan bakhil beserta dalil naqlinya</li> </ol> <p>Tahap 2 – Mengaplikasikan</p> <ol style="list-style-type: none"> <li>1. Peserta didik berdiskusi kelompok yang dibagi dengan menggunakan web random group generator <a href="https://id.rakko.tools/tools/59/">https://id.rakko.tools/tools/59/</a> (joyfull)</li> <li>2. Peserta didik menganalisis studi kasus yang diberikan kemudian mengaitkan kasus dengan konsep dan dalil (meaningfull)</li> </ol> <p>Tahap 3 – Merefleksikan</p> <ol style="list-style-type: none"> <li>1. Peserta didik mengevaluasi dampak negatif israf, tabzir, dan bakhil</li> <li>2. Peserta didik menuliskan perubahan sikap yang akan dilakukan (meaningfull) pada peta konsep dengan menggunakan canva</li> </ol> <p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil diskusi</li> <li>2. Guru memberikan penguatan nilai dan kesimpulan</li> <li>3. Doa penutup</li> </ol>
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**Figure 5.** Integration of Deep Learning Principles in Teaching Modules

Figure 5 shows the integration of deep learning principles into the components of learning activities, which consist of three steps: introductory, core, and closing activities. In the introductory activity, the teacher integrates the principles of joyful learning by opening the lesson with a brief, several-minute icebreaker game. After the classroom atmosphere is pleasant and lively, the teacher proceeds to convey the learning objectives. Delivering learning objectives is the first step in the mindful learning principle because it encourages students to recognize the importance of competencies and material and their relevance to everyday life. This is reinforced by the teacher's explanation that, in mindful learning, students must be aware of their learning. The teacher also provides an example of how conveying learning objectives and reflective questions can help students understand what they will learn that day. According to her, this is effective in raising student awareness and can be used to assess their readiness to participate in the learning process. Second, the core activity. At this stage, the principles of joyful learning are evident when the teacher begins the lesson by showing a video about wasteful and stingy behavior. After watching the learning video, students receive additional learning materials from the teacher, presented via PowerPoint (PPT), which will later be discussed together.

Next, students were divided into several groups using a web-based random group generator. This activity incorporated the principle of joyful learning. Furthermore, the principle of meaningful learning was evident in the assignment, which required students to analyze the case study after watching the video and reviewing the PPT material. According to the teacher, meaningful learning can be achieved by linking learning materials to everyday experiences and facts. For example, when teaching the Aqidah Akhlak phase F material for the even semester of XIth grade, chapter one discussed the characteristics of *israf*, *tabzir*, and *nakhil*. *Israf* is interpreted as an excessive attitude in using wealth, even for *halal* things. Another principle of meaningful learning is evident in the reflection activity, which invites students to write down the attitude changes they plan to make. Third, the closing activity. This activity can accommodate all three principles of deep learning: it can begin with a shared reflection to self-evaluate what has been learned (mindful learning), provide reinforcement and draw conclusions by linking it to everyday experiences (meaningful learning), and close the class with enthusiasm and joy (joyful learning). These findings are similar to research that mapped the three principles of deep learning but in a different context, namely, Integrated Islamic Elementary Schools (Widyastuti et al., 2025).

The teacher also shared her experience implementing game-based learning in the XIth-grade Aqidah Akhlak subject. Game-based learning involves crumpling paper into a ball. This game invites students to form a large circle, then play music or sing a song together while throwing the ball. The student holding the last ball must correctly answer the teacher's questions related to the Aqidah Akhlak material being studied. If the answer is incorrect, the student will receive additional assignments or a mild punishment. This learning practice integrates the principles of deep learning. Enjoyable learning is evident in the students' enthusiasm and the game-like atmosphere they find enjoyable. Meaningful learning is evident in the skill of throwing the ball, which strengthens gross motor skills, and in complying with the rules of the game, which demonstrates sportsmanship, responsibility, and communication. Meanwhile, the principle of attentive learning is evident in the students' focused activities and quick responses

to the ball's direction. This explanation aligns with the practice of deep learning, which holds that it can develop students' cognitive, psychomotor, and affective skills during the learning process (Mudian & Prasetyo, 2025). Thus, the teacher's efforts to integrate the three principles of deep learning into teaching modules and learning practices reflect the teacher's commitment to designing Aqidah Akhlak learning that is mindful, meaningful, and enjoyable for students.

#### **D. CONCLUSION**

This study concludes that the design of the deep learning integrated teaching module has been carried out systematically. It can be seen from the integration of the three deep learning principles into the teaching module and the practice of learning Aqidah Akhlak. The resulting teaching module also contains complete components. During the process, this study identified several challenges experienced in designing the teaching module. However, these challenges were overcome by teachers through participation in focused online workshops, which helped them gain confidence and a comprehensive understanding of deep learning. Therefore, the development of a deep learning-integrated teaching module for the Aqidah Akhlak subject at MA Ulil Albab is an important tool for improving the quality of the learning process and outcomes. The successful implementation of the teaching module depends heavily on teachers' understanding of its content, support from the educational institution, and their consistency and enthusiasm in developing their competencies, so that all stages of the Aqidah Akhlak learning process become more meaningful, enjoyable, and tailored to students' needs.

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