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ORIGINAL RESEARCH ARTICLE

Learning The Fiqh of Salat Using The Deep Learning Approach to Improve The Religious Character of Elementary Education Students

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ABSTRACT

Learning the jurisprudence of prayer occupies a fundamental position in Islamic education at the elementary level because prayer is the main worship that serves as a pillar of religion and a means of forming the spiritual and moral character of students from an early age. The problem of teacher-centered fiqh learning is evident in the dominant role of the teacher in delivering the material, while students tend to be passive listeners without active involvement in the learning process. This condition causes fiqh learning to be more oriented towards memorizing concepts and conveying theories rather than understanding the meaning and practice of worship in depth. This study aims to analyze the application of the Deep Learning approach in learning the jurisprudence of prayer and its implications for improving the religious character of students at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo. The study used a qualitative approach with data collection techniques through observation, interviews, and documentation. The results showed that the Deep Learning approach was able to create more meaningful, active, reflective, and contextual learning about the jurisprudence of prayer through direct practice, reflective discussions, and the habituation of daily worship. This learning has an impact on improving students' religious character as demonstrated through discipline in worship, prayer habits, polite attitudes, and increased spiritual awareness in everyday life. Successful implementation of learning is supported by the madrasa's religious culture, teacher competence, adequate worship facilities, and active student involvement. While inhibiting factors include limited learning time, differences in student characteristics, and lack of family support. Thus, the Deep Learning approach to teaching Islamic jurisprudence (fiqh) prayer can be positioned as an effective Islamic education model for holistically shaping students' religious character.

Keywords: Jurisprudence of Prayer, Deep Learning, Religious Character, Elementary School



ABSTRAK

Pembelajaran fikih salat menempati posisi yang sangat fundamental dalam pendidikan Islam tingkat pendidikan dasar karena shalat merupakan ibadah utama yang menjadi tiang agama sekaligus sarana pembentukan karakter spiritual dan moral murid sejak usia dini. Permasalahan pembelajaran fikih yang masih bersifat teacher centered terlihat dari dominannya peran guru dalam menyampaikan materi, sementara siswa cenderung menjadi pendengar pasif tanpa keterlibatan aktif dalam proses pembelajaran. Kondisi ini menyebabkan pembelajaran fikih lebih berorientasi pada hafalan konsep dan penyampaian teori dibandingkan pemahaman makna serta praktik ibadah secara mendalam. Penelitian ini bertujuan untuk menganalisis penerapan pendekatan Deep Learning dalam pembelajaran fikih salat serta implikasinya terhadap peningkatan karakter religius murid di Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo. Penelitian menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pendekatan Deep Learning mampu menciptakan pembelajaran fikih salat yang lebih bermakna, aktif, reflektif, dan kontekstual melalui praktik langsung, diskusi reflektif, serta pembiasaan ibadah sehari-hari. Pembelajaran tersebut berdampak pada peningkatan karakter religius murid yang ditunjukkan melalui kedisiplinan beribadah, kebiasaan berdoa, sikap sopan santun, dan meningkatnya kesadaran spiritual dalam kehidupan sehari-hari. Keberhasilan implementasi pembelajaran didukung oleh budaya religius madrasah, kompetensi guru, sarana ibadah yang memadai, dan keterlibatan aktif murid, sedangkan faktor penghambat meliputi keterbatasan waktu pembelajaran, perbedaan karakteristik murid, dan kurangnya dukungan keluarga. Dengan demikian, pendekatan Deep Learning dalam pembelajaran fikih salat dapat diposisikan sebagai model pembelajaran pendidikan Islam yang efektif dalam membentuk karakter religius murid secara holistik.

Kata Kunci: Fikih Shalat, Deep Learning, Karakter Religius, Sekolah Dasar

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1. INTRODUCTION

Religious character education for elementary school/madrasah students holds a very important role because the elementary age phase is a period of forming the foundation of children's personality, attitudes, and life habits that will influence their future development. Religious character is not only related to the ability to understand religious teachings cognitively but also concerns the internalization of spiritual values in daily behavior, such as discipline in worship, honesty, responsibility, politeness, social care, and respect for others (Misnan, Ochtavia, Milala & Pratama, 2025). In the context of elementary education, instilling religious character is an important strategy to shape a generation that is not only intellectually intelligent but also has good morals and ethics amidst the challenges of technological development and increasingly complex social changes (Nurhabibah, Sari, & Fatimah, 2025). Through meaningful and contextual learning, students can understand that religious teachings are not merely memorizing material but a life guide that must be practiced in daily life (Mahbubi, & Sa'diyah, 2025). Therefore, elementary-level educational institutions have a strategic responsibility to instill religious values from an early age so that

students develop into faithful, noble individuals capable of applying religious values in their families, schools, and communities.

Learning the jurisprudence of prayer occupies a fundamental position in Islamic education at the elementary level because prayer is the main worship that serves as a pillar of religion and a means of forming the spiritual and moral character of students from an early age. At the elementary education level, learning the jurisprudence of prayer is not only directed at mastering the knowledge aspects of procedures, conditions, pillars, and prayer recitations but also at habituating the correct practice of worship and instilling values of discipline, responsibility, cleanliness, order, and concentration in daily life (Makiah, & Mailita, 2024). Through learning the jurisprudence of prayer, students are guided to understand the meaning of worship as a form of obedience to Allah SWT as well as a means of building spiritual awareness and noble morals. Therefore, learning the jurisprudence of prayer at the elementary level has a strategic function as an early foundation in shaping religious Muslim individuals of character who are able to practice Islamic teachings consistently in their families, madrasahs/schools, and communities.

The problem of teacher-centered fiqh learning is evident in the dominant role of the teacher in delivering the material, while students tend to be passive listeners without active involvement in the learning process. This condition causes fiqh learning to be more oriented towards memorizing concepts and conveying theories rather than understanding the meaning and practice of worship in depth. Several research findings show that students are less enthusiastic about following fiqh learning, weak in understanding the material, and less daring to explore their own understanding because the learning process is still dominated by lecture methods and one-way explanations from the teacher (Sa'adatunnisa, Munir, & Setiawan, 2025). In addition, limited learning time makes teachers more focused on completing the material rather than providing contextual and reflective learning experiences (Hidayah, Azis, & Rizal, 2025), especially on practical materials such as prayer that should require habituation and direct student involvement. This reality shows the need for transformation of fiqh learning towards a more student-centered approach through meaningful learning models such as Deep Learning so that students not only understand the procedures of worship theoretically but are also able to internalize religious values in daily life.

Several previous studies have shown that fiqh learning and religious character education have been widely studied, but still have limitations in terms of approach and implementation context. The first study confirmed that fiqh learning based on worship practice can improve students' understanding of prayer procedures, but the learning process is still dominated by lecture and demonstration methods so that active student involvement has not been optimal (Dly, 2025). The second study showed that religious character education in elementary schools can develop through habituation of worship and Islamic school culture (Maulana, Haris, & Ihwan, 2025), but has not integrated a deep learning approach that emphasizes meaning-making and learning reflection. The third study revealed that a student-centered learning approach can increase student participation in Islamic Religious Education learning, but the focus of the study has not been specifically on the material of prayer jurisprudence and the formation of religious character of elementary school students (Hairunisa, 2023). Meanwhile, the fourth study explained that the Deep Learning approach is effective in creating meaningful, mindful, and enjoyable learning, but its

implementation has been more widely applied to general learning and has not been widely studied in the context of fiqh learning in Madrasah Ibtidaiyah (Rosiyati, Erviana, Fadilla, & Sholihah, 2025). Based on this review, the research entitled "Learning the Fiqh of Salat Using the Deep Learning Approach to Improve the Religious Character of Elementary Education Students" has novelty in the integration of the Deep Learning approach in learning prayer jurisprudence at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo, which not only examines the process of learning application but also investigates the improvement of students' religious character contextually and analyzes the supporting and inhibiting factors of its implementation in the Islamic elementary education environment.

The objectives of this study are to investigate the application of the Deep Learning approach in learning prayer jurisprudence at Madrasah Ibtidaiyah, to analyze the improvement of students' religious character through such learning, and to identify the supporting and inhibiting factors of its implementation.

2. RESEARCH METHODS

2.1 Research Design

This research uses a qualitative approach (Katni, Sumarni, & Muslim, 2022) with a case study type (Rifai, & Katni, 2025) to understand in depth the implementation of learning the jurisprudence of prayer using the Deep Learning approach in improving the religious character of students at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo. This approach was chosen because the research focuses on revealing learning phenomena contextually, naturally, and comprehensively in the Islamic elementary education environment.

2.2 Subject and Research Location

The research subjects include the head of the madrasah, fiqh teachers or Islamic Religious Education teachers, and students involved in the learning process of prayer jurisprudence. The research location is Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo.

2.3 Data Collection Procedures

Data collection techniques were carried out through participatory observation to observe the learning process and students' religious behavior, in-depth interviews with teachers and the head of the madrasah to obtain information related to the implementation of the Deep Learning approach, as well as documentation in the form of teaching modules, activity photos, and learning notes as supporting research data (Yani, Katni, & Erwahyudin, 2025).

2.4 Research Instruments

The primary instrument in this qualitative research is the researcher themselves, supported by secondary instruments such as interview protocols, observation checklists, and documentation

guides. The interview protocol consisted of open-ended questions designed to explore the implementation of the Deep Learning approach, its impact on religious character, and the supporting and inhibiting factors.

2.5 Data Analysis Techniques

Data analysis techniques in this research use the Miles and Huberman interactive analysis model which includes data condensation, data display, and conclusion drawing and verification from the beginning to the end of the research (Munastiwi, 2025). Data condensation was carried out by sorting and focusing on data relevant to the implementation of learning prayer jurisprudence and the formation of students' religious character, while data display was carried out in the form of narrative descriptions for easy understanding and analysis. Furthermore, conclusion drawing was carried out inductively based on patterns, relationships, and findings obtained in the field.

2.6 Validity and Reliability

To maintain data validity, this research uses source triangulation and technique triangulation. Source triangulation was carried out by comparing data obtained from the head of the madrasah, teachers, and students, while technique triangulation was carried out by matching the results of observation, interviews, and documentation so that the data obtained has a high level of validity and credibility.

3. RESULTS AND FINDINGS

3.1 Application of the Deep Learning Approach in Learning the Fiqh of Salat at Madrasah Ibtidaiyah

The results of the study show that the application of the Deep Learning approach in learning the jurisprudence of prayer at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo is carried out through learning that emphasizes meaningful understanding, active student involvement, and reflection on the values of worship in daily life. The teacher does not only convey material about the conditions, pillars, and recitations of prayer theoretically but also invites students to understand the meaning of prayer movements and recitations through discussion, direct practice, and habituation of congregational worship. Informant (HR) explained that the Deep Learning approach is applied by linking prayer material with students' daily experiences so that they more easily understand the importance of prayer as a spiritual need, not merely a school obligation. In addition, the teacher provides space for students to ask questions, discuss, and practice prayer gradually so that learning is more active and enjoyable.

Based on the results of interviews with Informant (IF), the application of the Deep Learning approach in learning prayer jurisprudence is carried out through reflection activities after worship practice. Students are asked to tell about their experiences in performing prayers at home and at school, then the teacher provides reinforcement on the values of discipline, responsibility, and concentration in worship. Informant (IF) conveyed that this method makes students more enthusiastic about participating in learning because they feel directly involved in the learning

process. Meanwhile, Informant (IN) stated that this approach helps students more easily memorize prayer recitations while understanding their meaning so that students' religious behavior begins to appear in daily life, such as habituating dhuha prayer, praying before studying, and maintaining politeness towards teachers and friends.

The researcher's observation results show that during the learning process, students appeared actively participating in congregational prayer practice, discussing with the teacher, and correcting each other's prayer movements among friends. The learning atmosphere appeared more interactive compared to conventional learning because the teacher used a contextual approach, reflective question and answer, and direct simulation of worship practice. The researcher also found that the teacher provided spiritual motivation through exemplary stories and habituation of daily worship so that students showed better religious attitudes, such as discipline in following congregational prayers, saying greetings when entering the classroom, and maintaining order during learning. These findings indicate that the application of the Deep Learning approach in learning prayer jurisprudence is able to create meaningful learning while supporting the formation of students' religious character more optimally.

The results of the study show that the application of the Deep Learning approach in learning prayer jurisprudence at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo is able to create a more meaningful, reflective, and contextual learning process for elementary school students. This finding is in line with the Deep Learning theory proposed by Waluyo, Ufa, Nahdiyah & Lutfi that deep learning emphasizes active involvement of students in understanding the meaning of learning, building connections between knowledge and real experience, and developing character through a conscious and reflective learning process (Waluyo, Ulfa, Nahdiyah, & Luthfi, 2025). In the context of learning prayer jurisprudence, students are not only directed to memorize the procedures and recitations of prayer but also to understand spiritual values, discipline, responsibility, and the meaning of worship in daily life. This finding is also relevant to constructivism theory which affirms that knowledge is actively built through direct experience and social interaction, so that congregational prayer practice, reflective discussion, and habituation of worship become effective media in shaping students' religious character.

The findings of this study also strengthen previous research findings which explained that contextual and participatory Islamic Religious Education learning can increase student involvement and shape religious behavior more effectively compared to learning that is only oriented towards lectures and memorization (Hidayah, Azis, & Rizal, 2025). Previous research has shown that fiqh learning is often still teacher-centered so that students lack deep learning experiences in understanding the meaning of worship (Sa'adatunnisa, Munir, & Setiawan, 2025). However, this study found that the use of the Deep Learning approach is able to change the learning pattern to be more active and reflective through direct practice, learning dialogue, and linking prayer material with students' real lives. In addition, the results of this study complement previous research on religious character education which generally only emphasizes the aspect of habituation of worship, because this study shows that religious character can develop more optimally if learning is designed meaningfully, mindfully, and joyfully through the Deep Learning approach (Rosiyati, Erviana, Fadilla, & Sholihah, 2025).

Based on the results of this study, it can be formulated as a theoretical statement that the application of the Deep Learning approach in learning prayer jurisprudence is able to transform learning from mere knowledge transfer towards a process of deep internalization of religious values through active involvement, spiritual reflection, and contextual worship practice experience. Learning prayer jurisprudence carried out with the principles of meaningful learning, mindful learning, and joyful learning has proven to not only improve students' cognitive understanding of prayer worship but also shape religious character in the form of discipline, responsibility, politeness, and spiritual awareness in daily life. The Deep Learning approach can be positioned as an innovative learning model in elementary-level Islamic education that is effective in integrating mastery of religious material with the holistic formation of students' religious character.

3.2 Improvement of Students' Religious Character Through Learning the Fiqh of Salat Using the Deep Learning Approach at Madrasah

The results of the study show that learning the jurisprudence of prayer using the Deep Learning approach at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo has a positive impact on improving students' religious character. This religious character is seen in changes in student behavior in discipline in performing worship, prayer habits, polite attitudes, and awareness to perform prayers independently. Based on the interview results, Informant (IN) explained that after learning was carried out with the Deep Learning approach, students became more active in participating in worship activities at school and began to understand the importance of prayer not only as an obligation but also as a spiritual need. The teacher also provided learning that linked the meaning of prayer with daily life so that students more easily internalized religious values in their behavior.

Furthermore, Informant (IF) conveyed that the improvement in students' religious character was seen from changes in attitude during the learning process and outside the classroom. Students became more disciplined in participating in congregational dhuha prayer, more orderly when praying before and after learning, and showed respectful attitudes towards teachers and friends. The Deep Learning approach applied through direct practice, reflective discussion, and habituation of worship made students not only understand the theory of prayer jurisprudence but also able to apply the values of worship in daily activities. Meanwhile, students with informant code (IT) stated that learning prayer jurisprudence became more enjoyable because the teacher gave students the opportunity to practice, discuss, and understand the meaning of prayer recitations so that students felt more motivated to perform prayers regularly both at school and at home.

The researcher's observation results show that the improvement in students' religious character is clearly visible in daily activities at the madrasah. During the research, students appeared more disciplined in participating in congregational prayers, habituating greetings when meeting teachers, maintaining order during learning, and showing mutual respect among friends. The researcher also found that the teacher consistently provided reinforcement of religious character through learning reflection, role modeling, and habituation of daily worship. The active, interactive, and meaningful learning atmosphere made students more enthusiastic about participating in learning prayer jurisprudence so that religious values were not only understood theoretically but also internalized in students' attitudes and daily behavior.

The results of the study show that learning the jurisprudence of prayer using the Deep Learning approach is able to improve the religious character of students at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo through meaningful, reflective, and direct experience-based learning processes. This finding is in line with the Deep Learning theory which states that deep learning occurs when students are able to connect knowledge with real experience so that learning does not stop at the memorization aspect but produces changes in attitudes and behavior (Wafa, Syarifah, & Nadhif, 2025). In learning prayer jurisprudence, students not only understand the procedures of worship cognitively but also internalize the values of discipline, responsibility, and spiritual awareness through congregational prayer practice, learning reflection, and habituation of daily worship. This finding is also relevant to Katni's character education theory which emphasizes that character formation must include aspects of knowing the good, habituating the good, loving the good, desiring the good, acting the good, so that religious character develops through the process of understanding, internalizing, and real practice in daily life (Katni, Pramesty, & Tajab, 2025).

The results of this study strengthen previous research which stated that Islamic Religious Education learning that involves direct practice and habituation of worship can improve the religious behavior of elementary school students (Maulana, Haris, & Ihwan, 2025). Previous research has shown that fiqh learning that is still oriented towards lecture methods tends to make students passive and less able to internalize religious values deeply (Hidayah, Azis, & Rizal, 2025). However, this study found that the application of the Deep Learning approach is able to create more active and participatory learning so that students are emotionally and spiritually involved in the learning process. In addition, this study complements previous research on religious character education which generally focuses on school culture and habituation of worship, because this study shows that the integration of the Deep Learning approach in learning prayer jurisprudence can be an effective strategy to strengthen the internalization of religious values more contextually and meaningfully for elementary school students.

Based on the results of this study, it can be affirmed that the Deep Learning approach in learning prayer jurisprudence has a significant contribution in improving students' religious character through the integration of concept understanding, worship practice experience, and reflection of spiritual values in daily life. The findings of this study indicate that students' religious character develops more optimally when religious learning is designed actively, contextually, and joyfully so that students have internal awareness to carry out religious values consistently. This study gives birth to a theoretical finding that Deep Learning-based prayer jurisprudence learning is an effective Islamic education learning model in building students' religious behavior transformation through a process of deep, reflective internalization of worship values oriented towards holistic character formation.

3.3 Supporting and Inhibiting Factors in Learning the Fiqh of Salat Using the Deep Learning Approach in Improving the Religious Character of Elementary Education Students

According to Informant (HR), there are several supporting factors in the implementation of learning prayer jurisprudence using the Deep Learning approach at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo. The main factor supporting the implementation of learning is the

existence of a religious madrasah culture that has been built through habituation of daily worship, such as congregational dhuha prayer, joint prayer, and routine religious activities. In addition, teacher competence in managing active and contextual learning is an important factor in creating a meaningful and enjoyable learning atmosphere. Teachers are able to link prayer jurisprudence material with students' daily lives so that learning is easier to understand and internalize. Support for worship facilities, such as the madrasah prayer room and prayer practice learning tools, also strengthens the application of the Deep Learning approach because students can learn through direct experience and habituation of worship in real terms.

In addition to supporting factors, according to Informant (HR), there are several inhibiting factors in the implementation of learning prayer jurisprudence using the Deep Learning approach. One of the main obstacles is the limited learning time so that teachers experience difficulties in carrying out all stages of deep learning optimally, especially in reflection activities and individual worship practice guidance. Differences in students' abilities and characteristics also pose a challenge because not all students have the same level of understanding, discipline, and learning motivation in participating in prayer jurisprudence learning. In addition, the influence of the family environment that does not support habituation of worship at home causes some students to be unable to apply religious values consistently outside the school environment. This condition shows that the success of learning is not only influenced by the process at the madrasah but also requires support from the family and students' social environment.

The researcher's observation results show that supporting factors are more dominant in influencing the success of learning compared to inhibiting factors. This is seen from the enthusiasm of students in participating in congregational prayer practice, active involvement in reflective discussions, and changes in religious behavior that begin to appear in their daily lives. Teachers also appear consistent in providing role modeling, spiritual motivation, and reinforcement of religious character during the learning process. However, the researcher found that some students still need intensive assistance, especially in building consistency of worship and spiritual awareness outside the school environment. Thus, the success of Deep Learning-based prayer jurisprudence learning is greatly influenced by the synergy between teacher competence, school religious culture, family support, and active student involvement in meaningful and reflective learning processes.

The results of the study show that the success of learning prayer jurisprudence using the Deep Learning approach at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo is influenced by the synergy between school religious culture, teacher competence, and contextual learning experiences. This finding is in line with the Deep Learning theory proposed by Rosiyati, et al. that deep learning occurs when students gain meaningful, active learning experiences connected to their life realities (Rosiyati, Erviana, Fadilla, & Sholihah, 2025). The madrasah's religious culture manifested through habituation of congregational prayers, joint prayers, and routine religious activities becomes an environment that supports the sustainable internalization of students' religious values. In addition, teacher competence in creating active and reflective learning shows relevance to constructivism theory which emphasizes that knowledge and values are built through direct experience, social interaction, and reflection on learning experiences (Luthfiyani, Rajab, &

Masyhuri, 2025). In this context, worship practice and religious habituation become concrete media in shaping students' character more deeply and meaningfully.

On the other hand, the inhibiting factors found in this study show that the implementation of the Deep Learning approach requires systemic support and a conducive environment to run optimally. Limited learning time, differences in student characteristics, and lack of family support show that the formation of religious character cannot be solely burdened on the school. This finding is relevant to Bronfenbrenner's ecological education theory which explains that children's character development is influenced by the interaction of various environments, such as family, school, and community (Hanifah, & Kurniati, 2024). When the family environment lacks support for habituation of worship at home, the process of internalizing religious values that have been built at school becomes less than optimal. Therefore, the Deep Learning approach in learning prayer jurisprudence requires collaboration between teachers, parents, and school culture so that religious learning does not only take place in the classroom but is also implemented in students' daily lives consistently.

Based on the results of this study, it can be formulated as a research finding that the success of Deep Learning-based prayer jurisprudence learning in improving students' religious character is greatly influenced by the integration between the school's religious environment, teacher pedagogical competence, active student involvement, and family support in the process of habituating religious values. This finding affirms that the Deep Learning approach not only functions as a learning strategy to improve cognitive understanding of worship but also as a character transformation process through reflective, contextual, and real practice-based learning experiences. Thus, this research gives birth to a theoretical proposition that Deep Learning-based prayer jurisprudence learning will be effective in shaping students' religious character if supported by a strong school religious culture, teacher role modeling, active student participation, and synergy between school and family in building sustainable habituation of worship.

4. RESULTS AND DISCUSSION

The findings of this research demonstrate that the application of the Deep Learning approach in learning the jurisprudence of prayer at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo represents a significant pedagogical innovation in Islamic religious education at the elementary level. This discussion examines these findings in relation to existing theoretical frameworks and their implications for religious character education in Islamic elementary schools.

The transformation from teacher-centered to student-centered learning through the Deep Learning approach addresses a critical gap in traditional fiqh instruction. Previous research has consistently shown that fiqh learning in Indonesian Islamic schools has been dominated by lecture methods, resulting in passive student engagement and superficial understanding of religious practices (Sa'adatunnisa, Munir, & Setiawan, 2025). The findings of this study demonstrate that the Deep Learning approach, with its emphasis on meaningful, mindful, and joyful learning, is able to create

a more interactive and participatory learning environment where students are actively engaged in constructing their understanding of prayer through direct practice, reflective discussion, and contextual application. This aligns with Waluyo et al.'s (2025) assertion that deep learning occurs when students are able to connect knowledge with real experience, resulting in learning that produces changes in attitudes and behavior rather than mere memorization.

The Deep Learning approach's effectiveness in improving students' religious character is particularly noteworthy. The character development observed in this study—discipline in worship, prayer habits, polite attitudes, and spiritual awareness—reflects a holistic transformation that goes beyond cognitive understanding. This finding is consistent with Katni et al.'s (2025) character education framework, which emphasizes that character formation must encompass knowing the good, habituating the good, loving the good, desiring the good, and acting the good. The Deep Learning approach facilitates this comprehensive character development by providing students with opportunities to not only understand the theory of prayer but also to practice, reflect upon, and internalize the values embedded in the practice of worship. The integration of direct practice, reflective discussion, and daily habituation creates a learning ecosystem where religious values are not merely taught but lived and internalized.

The supporting factors identified in this research—religious school culture, teacher competence, adequate worship facilities, and active student involvement—are consistent with the broader literature on effective character education. The religious culture of the madrasah, manifested through daily worship practices and routine religious activities, provides a conducive environment for the internalization of religious values. This finding aligns with research by Maulana et al. (2025), which found that habituation of worship and Islamic school culture significantly contribute to the formation of religious character in elementary students. Teacher competence in creating active and contextual learning is another critical factor, reflecting the importance of pedagogical skills in implementing innovative approaches. As Rosiyati et al. (2025) noted, the success of the Deep Learning approach depends on teachers' ability to design meaningful, active, and connected learning experiences.

The inhibiting factors identified—limited learning time, differences in student characteristics, and lack of family support—highlight the systemic challenges facing religious character education in Islamic schools. The time constraints reflect the broader challenge of balancing comprehensive religious education with other curriculum demands. The diversity of student characteristics underscores the need for differentiated instruction within the Deep Learning framework. However, the most significant inhibiting factor identified is the lack of family support for habituation of worship at home. This finding is consistent with Bronfenbrenner's ecological systems theory (as cited in Hanifah & Kurniati, 2024), which emphasizes that children's development is influenced by the interaction of various environmental systems, including family, school, and community. When these systems are not aligned, the internalization of values becomes fragmented and less effective.

The theoretical contribution of this research lies in its articulation of a model for integrating the Deep Learning approach into fiqh instruction for religious character development. While previous research has examined Deep Learning in general education contexts (Rosiyati et al., 2025; Wafa

et al., 2025), this study demonstrates its specific applicability to Islamic religious education, particularly in the teaching of prayer jurisprudence. The model emphasizes the integration of cognitive understanding, practical application, and reflective internalization within a supportive religious school culture. This represents a significant advancement over traditional fiqh instruction, which has tended to focus on memorization of rules and procedures without adequately addressing the spiritual and moral dimensions of worship.

The practical implications of this research extend to educational policy and practice in Islamic elementary schools. For educators, the findings highlight the importance of moving beyond lecture-based instruction to incorporate more active, participatory, and reflective learning approaches. The Deep Learning approach offers a concrete pedagogical framework for achieving this transformation. For school administrators, the findings emphasize the need to create and maintain a religious school culture that supports the internalization of religious values through daily practices and routines. For policymakers, the findings suggest that support for teacher professional development in innovative pedagogical approaches and the strengthening of school-family partnerships are essential for effective religious character education.

The findings of this research also have implications for the broader discourse on Islamic education in the contemporary era. In an age of increasing secularization and moral decline, the formation of religious character in young students is more important than ever. The Deep Learning approach offers a way to make religious education more meaningful and transformative, helping students to not only understand the practices of their faith but also to internalize the values that give those practices meaning. By connecting prayer instruction to students' daily lives and providing opportunities for reflection and application, the Deep Learning approach helps students develop a living faith that is relevant to their contemporary context.

Finally, this research contributes to the ongoing development of Islamic pedagogy by demonstrating the effectiveness of the Deep Learning approach in a religious education context. While Deep Learning has been widely applied in general education, its application to Islamic religious education has been limited. This study provides empirical evidence that the principles of meaningful, mindful, and joyful learning can be effectively applied to the teaching of prayer jurisprudence, resulting in both improved cognitive understanding and enhanced religious character. This suggests that the Deep Learning approach has potential for broader application across the Islamic education curriculum, offering a pedagogical framework that is both theoretically sound and practically effective.

5. CONCLUSION AND SUGGESTIONS

The study concludes that the Deep Learning approach in learning the jurisprudence of prayer at Madrasah Ibtidaiyah Muhammadiyah 3 Ponorogo creates a more meaningful, active, and reflective learning process. Through direct practice, reflection, and daily worship habituation, students not only understand the concepts of prayer but also develop stronger religious character, including discipline in worship, politeness, and spiritual awareness. These findings indicate that contextual

and experience-based learning is more effective in strengthening religious values than conventional lecture-based instruction.

The successful implementation of this approach is supported by the madrasah's religious culture, teacher competence, adequate facilities, and active student participation, although it is challenged by limited learning time, differences in student characteristics, and limited family support. Therefore, schools should integrate the Deep Learning approach into the curriculum, strengthen teacher competence and religious school culture, enhance family-school collaboration, provide adequate learning resources, and encourage further research on its application in other areas of Islamic education.

6. REFERENCES

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