

Deep Learning in Islamic Education: A Reconstruction of Meaningful Learning Grounded in Spiritual Values

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ABSTRACT

Contemporary education increasingly demands learning approaches that move beyond rote memorization toward deeper and more meaningful understanding. In Islamic education, this challenge involves integrating cognitive development with spiritual and ethical formation. This study aims to reconstruct deep learning in Islamic education by positioning meaningful learning grounded in spiritual values as its epistemological foundation. Employing a conceptual and analytical approach, this study synthesizes contemporary literature on deep learning, meaningful learning, and Islamic educational philosophy. The analysis indicates that deep learning functions as a meaning-oriented pedagogical framework that emphasizes reflective engagement, contextual understanding, and ethical awareness. Meaningful learning emerges as the core outcome, while spiritual values provide direction and purpose to the learning process. This framework offers a theoretical contribution to the development of holistic learning in Islamic education

INTRODUCTION

The development of twenty-first-century educational paradigms necessitates a shift from rote learning toward learning approaches that are deep, reflective, meaningful, and adaptive to the complexities of modern life. In contemporary educational literature, *deep learning* is understood as a pedagogical approach that emphasizes high-level cognitive engagement, cross-contextual integration of understanding, and critical as well as reflective thinking skills to support the construction of sustainable meaning for learners (Kusuma et al., 2026). Literature studies indicate that deep learning plays a significant role in addressing the challenges of education in the digital era, particularly in fostering twenty-first-century competencies such as creativity, collaboration, and complex problem-solving (*deep learning* as a twenty-first-century learning strategy).

Within the context of Islamic Education (*Pendidikan Agama Islam*, PAI), similar demands have emerged. Learning can no longer be viewed merely as the transfer of textual knowledge; rather, it must generate meaningful understanding that is internalized within learners' spiritual awareness and ethical consciousness. Several studies in Islamic education have attempted to link the concept of deep learning with PAI, positioning it as an approach capable of encouraging active learner engagement in constructing Islamic values through reflective and critical processes. Recent research, for example, suggests that deep learning in PAI involves *mindful*, *meaningful*, and *joyful* learning practices that align with the essence of *tafaqquh fi al-din* a deep and comprehensive understanding of religion within Islamic education (Fajri & Amrin, 2025). However, such studies tend to focus primarily on instructional practices or the integration of specific models, without offering a conceptual explanation of how spiritual values should function as the foundational basis of meaningful learning within a deep learning framework (Panuntun et al., 2025).

Previous literature further reveals limitations in formulating an integrative conceptual understanding of deep learning within Islamic education. Much of the existing work remains descriptive or empirically oriented at the level of classroom practice, without constructing a clear epistemological reconstruction that connects deep learning with the spiritual values central to Islamic education, particularly in conceptual or model-based analyses (Mardatillah et al., 2025). Even studies that associate deep learning with religious character development tend to emphasize learning outcomes rather than examining the conceptual relationship between educational meaning and its underlying spiritual foundations, such as improvements in students' religious character (Amrullah & Thelma, 2025). These conditions indicate a research gap: although deep learning is widely recognized as relevant to PAI, the integration of spiritual values as the epistemological foundation of meaningful learning has not yet been comprehensively articulated in the literature.

In response to this gap, the present article positions itself as a conceptual and reconstructive study that seeks to explicate deep learning in Islamic education with a particular focus on meaningful learning grounded in spiritual values. This study aims to integrate the concept of deep learning with the epistemology of Islamic education through critical analysis of contemporary

literature, thereby producing a theoretically robust and relevant conceptual framework. The primary theoretical contribution of this article lies in the formulation of a model of meaningful learning based on spiritual values as the intrinsic foundation for the implementation of deep learning in Islamic education. Accordingly, this study is expected to enrich contemporary Islamic pedagogical discourse and serve as a theoretical reference for future research as well as for the development of educational practices oriented toward deep meaning and learners' spiritual development.

LITERATURE REVIEW

The Concept of Deep Learning in Contemporary Education

In the context of education, *deep learning* is not merely a technically advanced instructional technique, but a pedagogical approach that emphasizes deep understanding, active learner engagement, reflective thinking, and contextual integration of knowledge (Prihantini et al., 2025). This depth of learning stands in contrast to *surface learning*, which is often oriented toward memorization of facts without critical reflection. Deep learning is grounded in the principles of *mindful*, *meaningful*, and *joyful* learning, which promote active, reflective, and transformative learning processes among students (Widyastuti et al., 2025).

Through the principle of *mindful* learning, students are encouraged to develop full awareness and intentionality in each stage of the learning process. The principle of *meaningful* learning ensures that instructional content is relevant to real-life contexts and produces tangible impacts on learners' understanding. Meanwhile, the *joyful* principle plays a crucial role in creating an engaging and positive learning atmosphere, which significantly enhances intrinsic motivation and emotional involvement in learning activities (Sujinem, 2025).

Unlike shallow learning approaches that emphasize memorization and the reproduction of information, deep learning encourages students to develop holistic conceptual understanding by connecting new knowledge with prior experiences and existing cognitive frameworks, while simultaneously cultivating critical and reflective thinking skills (Widyastuti et al., 2025). Deep learning is therefore regarded as an efficient and proactive mode of learning in which students are trained to think critically, integrate information, construct coherent knowledge systems, and apply their understanding flexibly to real-world problems. This process fosters *higher-order thinking* skills and supports learners' readiness for lifelong learning (Li, 2025). Within the context of Indonesia's *Kurikulum Merdeka*, this approach is explicitly emphasized to encourage students to achieve deep conceptual understanding, relate learning to authentic contexts, and develop critical, creative, and reflective thinking competencies (Trimurtini et al., 2025).

Core Characteristics of Deep Learning

1. Deep and Meaningful Conceptual Understanding

Deep and meaningful conceptual understanding constitutes a defining characteristic of the deep learning approach, clearly distinguishing it from surface learning. In deep learning, learners are not merely directed to memorize facts or procedures; rather, they are encouraged to comprehend conceptual structures, relationships among concepts, and the underlying principles that shape knowledge domains (Baldi & Meija, 2023). This process enables learners to connect new concepts with prior knowledge and lived experiences, allowing learning to occur in a meaningful and contextualized manner. Consequently, deep learning is oriented toward the construction of integrated knowledge that can be transferred across situations and supports the sustained development of critical thinking, problem-solving skills, and twenty-first-century competencies.

2. Active, Reflective, and Critical Learner Engagement

Active, reflective, and critical engagement represents another central characteristic of deep learning, in which learners are positioned as the primary agents of the learning process. In deep learning environments, students do not function as passive recipients of teacher-centered instruction; instead, they actively participate through discussion, exploration, reflection, and self-evaluation of both learning processes and outcomes (Zhao et al., 2023). Such engagement encourages learners to pose questions, examine ideas, and construct understanding independently and collaboratively. Through these processes, deep learning contributes to the ongoing development of critical thinking, problem-solving abilities, and reflective capacity key demands of competency-based education and twenty-first-century learning.

3. Contextual and Applicative Learning (Real-World Orientation)

Contextual and applicative learning is a key feature of deep learning that emphasizes a direct connection between knowledge and real-world situations. Within this approach, knowledge is not treated as abstract information detached from everyday life; instead, it is applied to authentic contexts through learning activities such as project-based tasks, real-world problem solving, social simulations, and educationally meaningful traditional games (Zhang et al., 2026). These activities allow learners to experience firsthand the application of knowledge in relevant contexts, making learning more meaningful and functional. Emphasis on the transfer of knowledge from the classroom to everyday life further positions deep learning as an adaptive learning approach, enabling learners to apply concepts flexibly and sustainably across new and diverse contexts.

4. Holistic Learner-Oriented Perspective

A holistic learner-oriented perspective is a defining characteristic of deep learning that views learning not solely as a cognitive activity but as a process involving learners' affective and socio-emotional dimensions (Feri et al., 2025). This approach emphasizes *mindful*, *meaningful*, and *joyful* learning, in which learners engage with full awareness, discover personal meaning in learning content, and experience positive and engaging learning environments. Accordingly, learning spaces are designed to be supportive, empathetic, and

collaborative, enabling learners to feel safe in expressing ideas, exploring possibilities, and learning from mistakes. This holistic orientation aligns with humanistic educational theory, which views learners as whole persons whose intellectual, emotional, and social potentials must be developed in a balanced and humane learning process.

The Concept of Meaningful Learning in Classical and Contemporary Theories

Meaningful learning was first systematically articulated by David P. Ausubel through his distinction between *meaningful learning* and *rote learning*. According to Ausubel, meaningful learning occurs when new information is substantively and non-arbitrarily connected to learners' existing cognitive structures, whereas rote learning involves the mechanical retention of information without clear conceptual linkage (Vargas-Hernández & Vargas-González, 2022). Accordingly, the core of meaningful learning lies in the integration of new knowledge into prior cognitive schemas, resulting in understanding that is more stable, coherent, and enduring. This perspective underscores that learning quality is determined not by the amount of information memorized, but by the depth of conceptual relationships formed within learners' cognitive frameworks.

Ausubel's ideas were subsequently expanded within contemporary learning theories, particularly through the concept of *learning for understanding* proposed by Bransford and colleagues. Within this framework, learning is conceptualized as an active process of constructing understanding rather than merely acquiring information (Maria & Rezende, 2024). *Learning for understanding* emphasizes learners' capacity to grasp underlying principles, articulate the reasoning behind concepts, and apply knowledge across diverse contexts. This approach critiques instructional practices that prioritize short-term outcomes and highlights the importance of deep, reflective cognitive processes oriented toward the transfer of knowledge to new situations.

The Relationship between Meaningful Learning and Deep Learning

Meaningful learning and deep learning are grounded in a shared emphasis on deep understanding, the integration of new knowledge with prior experience, and the active role of learners in constructing meaning (Phu, 2019). In this regard, deep learning can be viewed as a pedagogical elaboration of meaningful learning, where theoretical principles are translated into structured learning practices (Bryce & Blown, 2024). While meaningful learning mainly highlights the cognitive linkage between new information and existing cognitive frameworks, deep learning broadens this scope by embedding such linkage within learning designs that foster inquiry, interaction, problem-solving, and sustained intellectual engagement, making meaningful learning more consistently achievable in instructional settings.

Nevertheless, deep learning goes beyond meaningful learning in a strict conceptual sense. Meaningful learning primarily addresses cognitive integration, whereas deep learning incorporates reflective, metacognitive, and transformative dimensions. Learners are encouraged not only to understand

content but also to critically reflect on how knowledge is formed, applied, and evaluated in real contexts. Through the combination of understanding, reflection, and application, deep learning promotes changes in learners' ways of thinking and acting, enabling knowledge transfer across contexts and supporting deeper intellectual and personal development.

The Concept of Spiritual Values in Islamic Education

Spiritual values in Islamic education are grounded in transcendental awareness, orientation toward life's meaning, and the integration of faith (*iman*), knowledge (*'ilm*), and action (*'amal*). Spirituality is understood as an awareness of divine presence that shapes learners' worldviews and guides their intellectual and moral development. Within this framework, knowledge is not value-neutral but is inherently connected to faith and expressed through ethical and purposeful action. Education therefore functions not merely as a means of cognitive development, but as a holistic process aimed at forming individuals who possess intellectual competence, moral integrity, and spiritual consciousness (Memon & Zaman, 2016).

Conceptually, spiritual values in Islamic education may be approached through normative-theological and pedagogical-conceptual perspectives. The normative-theological approach emphasizes doctrinal foundations derived from the Qur'an and Sunnah, focusing on religious obligations, moral conduct, and obedience to divine commands. In contrast, the pedagogical-conceptual approach views spirituality as a dimension that can be intentionally cultivated through reflective, experiential, and contextualized learning processes. This perspective highlights the role of meaningful learning experiences, dialogue, and social engagement in internalizing spiritual values, enabling learners to integrate religious principles with lived realities and to develop spirituality as an enduring and transformative aspect of their personal and intellectual growth (Hakim et al., 2026).

Spirituality as an Integral Dimension of Learning

Spirituality in education is increasingly understood not merely as the performance of religious rituals, but as a deep and dynamic aspect of human learning that transcends surface behaviors. Unlike ritualistic practices that are often repetitive and formal, educational spirituality encompasses learners' internal processes of meaning-making and self-reflection within the context of learning activities (Lima das Chagas & Muñoz-García, 2023). Researchers in education conceptualize spirituality as integral to the learning experience, wherein transcendence and connection to larger purposes contribute to a holistic educational environment rather than a compartmentalized religious activity. This framing situates spirituality as an element that enriches learners' engagement with knowledge, values, and community, suggesting that learning spaces can facilitate personal growth beyond cognitive outcomes (Yoon, 2023).

Within theoretical debates on learning, spirituality is increasingly recognized as an epistemological foundation that shapes how knowledge is constructed and understood, rather than a peripheral component of cognition. Holistic education theory positions spiritual development as a core learner

dimension integrated with cognitive, affective, and social domains, contributing to learners' sense of purpose, identity formation, and reflective meaning-making (Mahendran, 2025). In educational practice, spirituality also encompasses affective and existential dimensions that influence learners' emotional well-being, self-awareness, and engagement with learning. Research indicates that integrating spiritual elements into curricula enhances reflective inquiry, values exploration, and purpose-driven learning, thereby supporting not only intellectual development but also emotional resilience, ethical responsiveness, and a sense of interconnectedness with others and the wider world (Sumaiya et al., 2025).

Integrating Deep Learning, Meaningful Learning, and Spiritual Values in Islamic Education

Deep learning in education has been widely conceptualized as a process of engaging learners in deep, reflective, and critical cognitive activity rather than superficial memorization. In educational literature, deep learning is defined by pedagogical practices that stimulate critical thinking, conceptual understanding, and the ability to apply knowledge in authentic contexts; this approach transcends rote reception of facts and encourages active, meaningful engagement with content. Research on deep learning emphasizes that learners should analyze, reflect, and synthesize information as part of learning experiences that connect with their prior knowledge and life contexts, thus forming a deeper and more lasting understanding of subject matter (Alim et al., 2025).

Meaningful learning is closely related to but distinct from the deep learning process, as it refers to the cognitive-affective outcomes of learning where learners construct knowledge that is personally relevant, coherent, and integrated with existing mental structures. Meaningful learning theory posits that learners internalize new information by connecting it to existing concepts and experiences, resulting in higher-order cognitive functions such as problem solving, application, and transfer of knowledge. This deeper integration of knowledge is not limited to intellectual mastery alone but also involves affective dimensions such as motivation, interest, and emotional engagement in learning activities, which contribute significantly to students' quality of understanding and their capacity to use knowledge meaningfully (Agra et al., 2019).

The integration of deep learning and meaningful learning within Islamic educational contexts implies that true deep learning becomes most complete when grounded in spiritual values that provide ethical and existential orientation. In Islamic education, spirituality serves as the foundational orientation that shapes the direction and purpose of learning, infusing the cognitive and affective processes with moral meaning and value-based goals. Studies in Islamic education highlight that deep learning strategies aligned with reflective, value-oriented activities enable learners not only to achieve cognitive understanding but also to internalize core spiritual values such as ethical responsibility, moral awareness, and a sense of purpose that resonates with Islamic principles. When spiritual values are embedded in learning processes, deep learning fosters holistic development integrating knowledge, character, and

personal transformation in ways that are consistent with both meaningful learning outcomes and the broader aims of Islamic education (Noer et al., 2025)

METHODOLOGY

This study employed a qualitative conceptual research design aimed at reconstructing the theoretical relationship between deep learning, meaningful learning, and spiritual values within the context of Islamic education. A conceptual approach was considered appropriate because the research objective was not to generate empirical findings or test hypotheses, but to develop a coherent theoretical framework that addresses existing conceptual gaps in the literature.

The data sources consisted of scholarly literature, including peer-reviewed journal articles, academic books, and authoritative theoretical works related to deep learning in contemporary education, meaningful learning theories, and the epistemological foundations of spiritual values in Islamic education. The literature was selected based on thematic relevance, academic credibility, and its contribution to ongoing theoretical discourse in education and Islamic pedagogy.

Data analysis was conducted through thematic and critical-conceptual analysis. The analytical process involved three main stages. First, key concepts from each domain were identified and systematically mapped to clarify their defining characteristics and underlying assumptions. Second, a comparative analysis was undertaken to examine the convergence and divergence between contemporary deep learning approaches and the epistemological principles of Islamic education. Third, a reconstructive synthesis was performed to integrate these perspectives into a unified conceptual framework that positions spiritual values as the foundational orientation of meaningful deep learning in Islamic education. To ensure analytical rigor and conceptual validity, the study applied theoretical triangulation by engaging multiple scholarly perspectives and avoiding reliance on single-source interpretations. This strategy strengthened the coherence, consistency, and academic robustness of the proposed conceptual framework.

RESEARCH RESULT

Deep Learning as a Framework for Meaning-Oriented Learning in Islamic Education

The findings indicate that deep learning in Islamic education operates as a pedagogical framework oriented toward the construction of meaning rather than the mere transmission of information. Learning is designed to engage learners cognitively through reflection, conceptual understanding, and contextual application, allowing them to actively interpret knowledge instead of passively receiving it. This approach encourages learners to develop deep comprehension that transcends surface-level memorization and supports long-term understanding.

In addition, deep learning facilitates the integration of new knowledge with learners' prior experiences and existing cognitive structures. Through dialogical and reflective learning processes, learners are encouraged to question,

analyze, and synthesize information in relation to real-life contexts. This integration enables knowledge to be internalized as meaningful understanding that is transferable across situations, while also fostering higher-order thinking skills such as critical reflection, ethical reasoning, and problem-solving that are essential within Islamic educational contexts.

Table 1. Conceptual Dimensions of Deep Learning in Islamic Education

Dimension	Core Characteristics	Learning Process	Educational Implications
Meaning Construction	Emphasis on understanding meaning rather than information transfer	Learners actively interpret knowledge through reflection and conceptual understanding	Learning moves beyond rote memorization toward deep comprehension
Cognitive Integration	Integration of new knowledge with prior experiences and cognitive structures	Dialogical and reflective learning processes that encourage questioning and analysis	Knowledge becomes transferable and applicable across contexts
Higher-Order Thinking Development	Development of critical reflection, ethical reasoning, and problem-solving skills	Learners synthesize and evaluate knowledge in real-life situations	Learners demonstrate morally and socially responsible understanding

These results suggest that deep learning provides a pedagogical foundation capable of supporting meaningful learning in Islamic education. Unlike traditional instructional models that prioritize content coverage, deep learning emphasizes depth of understanding and reflective engagement, which are essential for cultivating learners who can internalize and apply Islamic values thoughtfully.

From an Islamic educational perspective, the emphasis on meaning construction resonates with the concept of *tafaqquh fi al-din*, where understanding is expected to be profound, reflective, and transformative. Thus, deep learning offers a contemporary pedagogical approach that can operationalize classical Islamic educational ideals within modern learning environments. *Tafaqquh fi al-din* is described as comprehensive understanding that integrates cognition, spirituality, ethics, and practice, producing *mutafaqqih* who apply religion in life and society (Saefuddin et al., 2024). It balances cognitive, affective, and psychomotor domains and aims at resilient character in modern challenges. Related Qur'anic concepts such as *tarbiyah*, *ta'lim*, *ta'dib*, and *tazkiyah* form a holistic, transformative educational vision (Kamridah et al., 2025). Conceptual work explicitly parallels "deep learning" with *tafaqquh* as Qur'anic deep understanding, arguing that it elaborates Qur'anic imperatives to contemplate creation and seek meaning, though in new terminology (Saputra et al., 2025).

Meaningful Learning as the Cognitive–Reflective Core of Deep Learning

The findings indicate that meaningful learning constitutes the cognitive–reflective core of the deep learning process. Learning becomes meaningful when learners actively connect new information with existing cognitive structures, prior knowledge, and personal experiences. This integrative process allows knowledge to be organized coherently, retained more effectively, and understood at a conceptual level rather than as fragmented information.

Furthermore, meaningful learning involves affective and reflective dimensions that strengthen learners’ engagement and internalization of knowledge. Learners who perceive learning as meaningful demonstrate higher intrinsic motivation, sustained attention, and deeper emotional involvement in the learning process. Reflection plays a central role in this process, enabling learners to evaluate not only what they learn but also the significance and implications of that learning within broader personal and social contexts.

Table 2. Conceptual Dimensions of Meaningful Learning within Deep Learning

Component	Key Characteristics	Learning Process	Educational Implications
Cognitive Integration	Linking new knowledge with prior cognitive structures and experiences	Active organization and restructuring of knowledge	Knowledge becomes coherent, durable, and transferable
Affective Engagement	Intrinsic motivation, interest, and emotional involvement	Learners experience learning as personally relevant	Increased commitment and sustained engagement in learning
Reflective Awareness	Critical reflection on content, process, and meaning of learning	Learners evaluate why and how knowledge is learned	Development of intellectual autonomy and self-regulated learning

These findings highlight that meaningful learning is not a peripheral outcome but a central mechanism through which deep learning achieves its educational objectives. Without meaningful learning, deep learning risks being reduced to a set of instructional techniques rather than a transformative learning process. Meaningful learning ensures that deep learning leads to durable understanding, reflective awareness, and personal relevance.

Within the context of Islamic education, meaningful learning functions as a critical bridge between cognitive development and value internalization. When learners meaningfully integrate knowledge with lived experiences and reflective processes, learning transcends cognitive acquisition and becomes a pathway for ethical and spiritual formation. This finding reinforces the holistic orientation of Islamic education, which seeks to develop intellectually competent, reflective,

and morally grounded individuals rather than merely transmitting religious information.

This perspective aligns with the view that Islamic education is a holistic process integrating *'aql* (intellect), *ruh* (spirit), and *'amal* (action), rather than a value-neutral transfer of knowledge (Panuntun et al., 2025). Supporting this view, studies on humanistic and experiential learning indicate that value internalization occurs when learners connect religious teachings with personal experiences, emotions, and real-life dilemmas, engaging *qalb* and *nafs* rather than memory alone (Aksan et al., 2025). Likewise, research in PAI demonstrates that deep and meaningful learning approaches incorporating dialogue, reflection, and habituation are more effective in forming Islamic character than lecture-based, cognitively oriented models (Nasir et al., 2024). Together, these studies strengthen the argument that meaningful learning provides a robust pedagogical pathway for transforming religious knowledge into lived ethical and spiritual values.

Spiritual Values as the Epistemological Foundation of Meaningful Deep Learning

The findings indicate that spiritual values function as an epistemological foundation that shapes the orientation, purpose, and direction of deep learning in Islamic education. Spirituality is not positioned as an auxiliary or ritualistic element, but as a core dimension that informs how knowledge is perceived, interpreted, and enacted. Learning is oriented toward transcendental awareness and ethical purpose, ensuring that educational processes are guided by meaning rather than solely by technical or instrumental goals.

In addition, the integration of spiritual values enables the alignment of faith (*iman*), knowledge (*'ilm*), and action (*'amal*) within the learning process. This alignment allows learners to interpret knowledge as a moral and purposeful endeavor, linking cognitive understanding with ethical responsibility and real-world application. As a result, learning experiences support holistic development by engaging learners cognitively, affectively, and existentially, leading to deeper personal and moral transformation.

Table 3. Conceptual Dimensions of Spiritual Values in Meaningful Deep Learning

Dimension	Core Characteristics	Learning Orientation	Educational Implications
Transcendental Awareness	Consciousness of divine presence and higher purpose	Learning oriented toward meaning and ethical responsibility	Knowledge is understood as value-laden and purposeful
Integration of <i>Iman-'Ilm-'Amal</i>	Unity of faith, knowledge, and action	Knowledge is internalized through reflection and practice	Learning outcomes extend beyond cognition to moral action

Holistic Development	Cognitive, affective, and existential engagement	Learners experience learning as identity-forming	Education fosters ethical sensitivity and personal transformation
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These findings underscore the importance of positioning spiritual values as an epistemological orientation rather than as a supplementary component of learning. When spirituality guides deep learning processes, education transcends procedural instruction and becomes a meaningful, value-driven endeavor. This orientation ensures that learning is not only intellectually rigorous but also ethically and existentially grounded.

Conceptually, The integration of spiritual values into deep learning directly addresses a critical gap in existing educational literature, where cognitive achievement is frequently pursued in isolation from moral and spiritual formation under predominantly secular paradigms (Maduerawa et al., 2025). This fragmentation has resulted in pedagogical models that emphasize intellectual performance while marginalizing learners’ ethical and existential development. By contrast, positioning spiritual values as the foundation of meaningful deep learning offers a coherent response to this limitation by reconnecting cognition with purpose and moral orientation.

From the perspective of Islamic educational philosophy, such integration is not an innovation but a return to a foundational epistemological principle. Islamic thought conceptualizes all knowledge both *naqli* and *‘aqli* as rooted in *tawhid*, thereby rejecting any dichotomy between cognitive learning and spiritual-ethical consciousness (Sunarti & Rahman, 2025). Recent studies further argue that embedding spiritual development within teaching and learning processes provides a necessary corrective, in which spiritual values actively guide pedagogy, curriculum, and assessment rather than functioning as peripheral additions (Kurniawati et al., 2023; Zahid, 2025). Consequently, deep learning grounded in spiritual values enables an integrated educational paradigm that deliberately combines intellectual growth, emotional regulation, and spiritual meaning, rendering it both theoretically robust and pedagogically relevant within Islamic education.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that deep learning in Islamic education can be reconstructed as a pedagogical framework for meaningful learning grounded in spiritual values. Conceptual analysis of contemporary educational literature and Islamic educational philosophy indicates that deep learning is not merely a cognitive strategy but a meaning-oriented process integrating conceptual understanding, reflective engagement, and ethical-spiritual orientation. Meaningful learning emerges as the core outcome of deep learning, while spiritual values function as the epistemological foundation directing learning toward purpose, moral responsibility, and holistic human development.

The integration of deep learning, meaningful learning, and spiritual values offers a theoretically robust framework capable of addressing the fragmentation between cognitive achievement and moral-spiritual formation in modern

education. By positioning spirituality as a foundational orientation, Islamic education can align intellectual inquiry with ethical consciousness and existential meaning. Accordingly, it is recommended that Islamic educational institutions adopt reflective, contextual, and value-oriented deep learning designs in curriculum, instruction, and assessment to promote ethical awareness, personal transformation, and relevance in twenty-first-century learning contexts

ADVANCED RESEARCH

Despite its theoretical contributions, this study has several limitations that should be acknowledged. First, as a conceptual and literature-based analysis, this research does not provide empirical validation of the proposed framework. The arguments and conclusions are derived from theoretical synthesis rather than direct classroom observation or experimental data. Consequently, the applicability of the reconstructed model across diverse educational contexts remains to be empirically examined.

Future research is therefore encouraged to extend this conceptual framework through empirical studies, including qualitative case studies, design-based research, or mixed-method approaches in various Islamic educational settings. Such studies could explore how deep learning grounded in spiritual values is implemented in practice and how it influences learners' cognitive, ethical, and spiritual development. Additionally, comparative research across different cultural or institutional contexts would further enrich understanding of how this integrated framework can be adapted and refined to support meaningful and holistic learning in Islamic education.

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