SYAIKHUNA: Jurnal Pendidikan dan Pranata Islam STAI Syichona Moh. Cholil Bangkalan
p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

The Application of Deep Learning-Based Learning Model in Increasing Learning Activity

Said Sultan Abdillah[1]
Abdul Qodir[2]
Istiyati Mahmudah[3]

sultanabdillah06@gmail.com
abdul.qodir@iain-palangkaraya.ac.id
istiyati.mahmudah@uin-palangkaraya.ac.id

Abstract: *This research is motivated by the importance of creating learning that can increase student activity and learning outcomes, especially in Fiqh subjects. The deep learning model is seen as relevant because it emphasizes deep understanding, active engagement, and the connection of knowledge with real experience. This study aims to describe teacher learning preparation, student activity, learning outcomes, and obstacles to the application of the deep learning model. The research method uses a descriptive quantitative approach with questionnaire data collection techniques. The validity and reliability test of the instrument showed a = 0.784 which indicates high reliability. The subjects of the study were 26 grade XI students at MA Darul Ulum Palangka Raya. The results showed that (1) the teacher's learning preparation obtained an average score of 3.50 (87.5%) in the high category; (2) student activity achieved an average score of 56.46 (78.4%) in the high category, with a distribution of 61.5% in the high category and 38.5% in the medium category; (3) student learning outcomes increased from an average of pretest of 65.3 (completeness of 57.7%) to an average of posttest of 82.7 (completeness of 88.5%); and (4) teachers' obstacles are time constraints (57.7%), while students' obstacles are lack of confidence in asking questions (46.1%). These findings confirm that the deep learning model is effective in increasing student activity and learning outcomes, although there are still obstacles that need to be overcome through strategies to strengthen the role of teachers and create a conducive classroom climate.*

Keywords: *Deep Learning, Learning Activity, Learning Outcomes, Fiqh*

Abstrak: *Penelitian ini didorong oleh pentingnya menciptakan pembelajaran yang dapat meningkatkan aktivitas siswa dan hasil belajar, terutama dalam mata pelajaran Fiqh. Model pembelajaran mendalam dianggap relevan karena menekankan pemahaman mendalam, keterlibatan aktif, dan hubungan pengetahuan dengan pengalaman nyata. Penelitian ini bertujuan untuk menggambarkan persiapan pembelajaran guru, aktivitas siswa, hasil belajar, dan hambatan dalam penerapan model pembelajaran mendalam. Metode penelitian menggunakan pendekatan kuantitatif deskriptif dengan teknik pengumpulan data melalui kuesioner. Uji validitas dan reliabilitas instrumen menunjukkan a = 0.784, yang menunjukkan reliabilitas yang tinggi. Subjek penelitian adalah 26*

[1] Universitas Islam Negeri Palangka Raya, Kalimantan Tengah
[2] Universitas Islam Negeri Palangka Raya, Kalimantan Tengah
[3] Universitas Islam Negeri Palangka Raya, Kalimantan Tengah

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

siswa kelas XI di MA Darul Ulum Palangka Raya. Hasil penelitian menunjukkan bahwa (1) persiapan pembelajaran guru memperoleh skor rata-rata 3,50 (87,5%) dalam kategori tinggi; (2) aktivitas siswa mencapai skor rata-rata 56,46 (78,4%) dalam kategori tinggi, dengan distribusi 61,5% dalam kategori tinggi dan 38,5% dalam kategori sedang; (3) hasil belajar siswa meningkat dari rata-rata pra-tes 65,3 (kelengkapan 57,7%) menjadi rata-rata pasca-tes 82,7 (kelengkapan 88,5%); dan (4) hambatan guru adalah keterbatasan waktu (57,7%), sementara hambatan siswa adalah kurangnya kepercayaan diri dalam bertanya (46,1%). Temuan ini membuktikan bahwa model pembelajaran mendalam efektif dalam meningkatkan aktivitas siswa dan hasil belajar, meskipun masih ada hambatan yang perlu diatasi melalui strategi untuk memperkuat peran guru dan menciptakan iklim kelas yang kondusif.

***Kata Kunci**: Pembelajaran Mendalam, Aktivitas Pembelajaran, Hasil Pembelajaran, Fiqh*

Introduction

Education is a planned process to help students develop their potential, both cognitive, affective, and psychomotor aspects. Law Number 20 of 2003 concerning the National Education System emphasizes that education functions to develop abilities and form a dignified character and civilization of the nation in order to educate the nation's life. This shows that education not only emphasizes the mastery of knowledge, but also shapes the attitudes, skills, and character of students to be ready to face life's challenges (Sanjaya, 2019).

Fiqh subjects in madrasah aliyah are part of Islamic religious education which functions to instill understanding and practicing Islamic sharia laws in daily life. Through Fiqh learning, students are expected not only to understand the concept of worship in theory, but also to internalize Islamic values into worship practices. However, the reality on the ground shows that Fiqh learning is often still carried out with a conventional teacher-centered approach. The dominant lecture method makes students less active, so learning tends to be one-way. This results in low student learning activity and suboptimal learning outcomes (Trianto, 2022).

Activeness of learning is one of the important factors in determining the success of the learning process. Sardiman (2020) explained that learning is essentially doing, so there is no learning without activeness. The activity in question includes visual, oral, writing, and emotional activities of students in responding to learning. When students

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

are not actively involved, then the learning goals will not be achieved optimally. Therefore, teachers are required to implement a learning model that is able to increase students' activeness in learning.

One of the relevant learning models to answer these problems is deep learning. This model emphasizes an in-depth understanding of the material studied, so that students not only memorize, but also be able to understand, analyze, and connect new knowledge with existing knowledge. According to Wahyudi (2025), deep learning is a learning approach that requires the active involvement of students in finding the meaning of each concept learned. Thus, this model is in line with the principle of meaningful learning that places students as learning subjects.

Research conducted by Kurniawan and Rahmawati (2021) shows that the application of deep learning is able to increase student participation in learning activities, especially in group discussions. The findings reinforce the view that deep learning is effective in increasing student learning activity. Another study by Sinar, Putra, and Lestari (2023) also revealed that this model can increase student motivation and involvement in learning, although obstacles are still found in the form of low student courage in asking questions. Thus, it can be said that deep learning has great potential in improving the quality of learning in madrasas.

In addition to increasing activeness, the deep learning model has also been proven to have a positive effect on learning outcomes. This is strengthened by the research of Dewi and Rusilowati (2025) who stated that the application of deep learning can improve student learning outcomes through learning strategies that emphasize understanding concepts and applications in real life. In other words, this model not only focuses on the cognitive aspect, but also fosters critical thinking and problem-solving skills.

However, the application of deep learning is inseparable from obstacles. Priyono (2025) emphasized that teachers need mature readiness in lesson planning, classroom management, and the use of supportive media. From the student's side, the obstacle that often arises is the low confidence to ask questions and participate in discussions.

Based on this background, this research focuses on the application of the deep learning model in Fiqh learning at MA Darul Ulum Palangka Raya. The purpose of this study is to describe: (1) teacher learning preparation with a deep learning model; (2)

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

the activeness of students in the application of the deep learning model; (3) student learning outcomes after using the deep learning model; and (4) obstacles faced by teachers and students in learning with the deep learning model.

Research Method

This study uses a descriptive quantitative approach, which is research that aims to describe the condition of the research object based on quantitative data obtained from respondents. This approach was chosen because it is in accordance with the purpose of the research which wants to describe the teacher's learning preparation, student activity, learning outcomes, and obstacles faced in the application of the deep learning model in Fiqh subjects.

The subjects of the study were all students of grade XI of MA Darul Ulum Palangka Raya totaling 26 people. The determination of this subject is based on the consideration that grade XI students have had enough experience learning Fiqh so that the application of the deep learning model can be measured more comprehensively.

The research instrument is in the form of a questionnaire that is prepared based on indicators of student learning activity and other research variables. The questionnaire used a Likert scale with five answer choices, namely strongly agree, agree, hesitate, disagree, and strongly disagree. The instrument has been tested for validity and reliability. The results of the reliability test showed a value of $\alpha = 0.784$, which means that the instrument is reliable and can be used in this study.

The data collection technique is carried out by distributing questionnaires to students. The collected data was then analyzed using the help of the SPSS program. Data analysis includes the calculation of average scores, percentages, and categorization of results (high, medium, low). In addition, for the learning outcome variable, a comparison test was carried out between pretest and posttest scores to see an improvement after the application of the deep learning model.

Results and Discussion

Teacher Learning Preparation

The evaluation of teacher learning preparation using a deep learning model in Fiqh education showed strong positive results. The teacher's preparation received an average score of **3.50**, which equates to **87.5%** of the ideal score, categorizing it in the **high** category. This indicates that teachers were well-prepared, demonstrating clarity

Submitted: 12-08-2024 Accepted: 25-08-2024 Approved: 28-09-2024 Published: 27-10-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

in lesson objectives, the relevance of teaching materials, and the use of strategies that supported the deep learning model. The results suggest that effective planning is integral to the success of deep learning, where a clear structure is essential for guiding student engagement. A total of **69.2%** of students rated the teacher's preparation as high, while **30.8%** rated it as medium. Notably, none of the students rated the preparation as low.

This high rating of teacher preparation aligns with the findings of Sanjaya (2019), who emphasized that comprehensive learning planning is a key component of quality education. Without proper preparation, the learning process is likely to be ineffective, which is especially critical when using a more student-centered model like deep learning. The clarity of learning objectives and the preparation of relevant teaching materials allowed students to engage meaningfully with the content. By preparing the students adequately, the teacher ensured that the class could benefit fully from the deep learning model, which focuses on fostering a deeper understanding of the material.

The impact of preparation on student engagement is significant in the context of deep learning. Trianto (2022) highlights that systematic and well-thought-out lesson planning helps connect students to the material in a more meaningful way. In this study, the teacher's preparation not only helped convey theoretical knowledge but also supported the application of real-world examples, making the subject matter more relevant and understandable for students. This aligns with the principle of meaningful learning, which connects knowledge to students' real-life experiences and enhances their learning engagement.

Furthermore, the results of this study align with findings from Kurniawan and Rahmawati (2021), who argued that teacher preparedness—especially through the provision of well-organized teaching materials—leads to higher levels of student participation. In the context of Fiqh learning, where abstract concepts need to be applied in real-life scenarios, this is particularly crucial. The well-prepared lessons provided students with a solid foundation to build upon, making them more likely to engage actively and retain the material. These findings reaffirm the importance of thorough preparation when implementing a deep learning model, which relies on student interaction and practical application of knowledge.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

In conclusion, the teacher's preparation was a key factor in the successful implementation of the deep learning model. The high average score reflects the careful attention given to planning, which enhanced students' ability to engage meaningfully with the material. These results indicate that teacher preparation plays a critical role in facilitating active student involvement, and further emphasize the importance of planning in any learning model, particularly one that aims for deep understanding and active student participation.

Student Activity

The analysis of student activity during the implementation of the deep learning model showed a positive trend, with an average score of 56.46 out of a possible 72, representing 78.4% of the ideal score, placing it in the high category. Of the 26 students, 61.5% were rated in the high activity category, and 38.5% were in the medium category. Notably, there were no students rated in the low category, suggesting that the deep learning model successfully engaged most students at a high level. This is consistent with the aim of deep learning, which is designed to increase student participation and active engagement in the learning process.

When examining the specific indicators of student activity, the highest score was recorded in note-taking activities, which achieved a score of 90.5%. This indicates that students were highly engaged in visually recording the material, which is an important strategy for reinforcing understanding. The note-taking activity is a valuable part of the learning process, as it allows students to summarize and internalize key concepts, thus deepening their understanding. Sardiman (2020) emphasized the importance of note-taking as a tool for strengthening memory and aiding retention of the material. The data shows that students were not only passive recipients of information but were actively engaging with the material through this practice.

The second-highest score was in emotional activity (84.5%), which suggests that students were enthusiastic and motivated during the learning process. This aligns with Trianto (2022), who argued that emotional involvement is a key indicator of meaningful learning. When students are emotionally engaged, they are more likely to experience a deeper connection with the material, which enhances their overall learning experience. The emotional involvement also reflects the effectiveness of the

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

deep learning model in creating a classroom environment where students feel encouraged and motivated to participate actively.

However, the courage to ask questions scored the lowest at 68.2%, highlighting an area for improvement. While students were actively engaged in visual and emotional activities, their verbal participation, particularly in asking questions, was less robust. This finding suggests that students may have felt hesitant or lacked confidence in voicing their thoughts, a common issue in many educational settings. Hamalik (2018) noted that the courage to ask questions is often hindered by internal barriers, such as fear of making mistakes or a lack of self-confidence. This issue was also noted by Kurniawan and Rahmawati (2021), who identified the reluctance to ask questions as a challenge even when deep learning methods were applied. Therefore, while students exhibited strong participation in other areas, there is a need for targeted strategies to boost verbal engagement and encourage more student-driven inquiry.

In conclusion, while the deep learning model was successful in fostering high levels of student engagement overall, it highlighted the need for additional efforts to improve verbal participation. The high scores in note-taking and emotional engagement demonstrate that deep learning can be effective in stimulating active involvement, but strategies to increase students' confidence and willingness to ask questions should be incorporated in future lessons. This finding underscores the importance of creating a supportive classroom environment where students feel comfortable asking questions and engaging in discussions.

Learning Outcomes

The impact of the deep learning model on student learning outcomes was significant, as evidenced by the pretest and posttest scores. Before the application of the deep learning model, the average pretest score was 65.3, with a completeness rate of 57.7%, indicating that students had a moderate understanding of the material. However, after the implementation of deep learning strategies, the average posttest score increased to 82.7, with a completeness rate of 88.5%, reflecting a marked improvement in student performance. The average increase in student scores was 17.4 points, which indicates that the deep learning model significantly enhanced students' understanding of Fiqh topics.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

This improvement in learning outcomes is consistent with the goals of deep learning, which emphasizes critical thinking, deep understanding, and the ability to apply knowledge in real-life situations. According to Wahyudi (2025), deep learning models are designed to enhance reasoning and problem-solving skills, which are essential for mastering complex concepts. The substantial increase in student performance from pretest to posttest reflects the model's ability to foster a deeper comprehension of Fiqh, moving beyond rote memorization to a more meaningful understanding of the subject matter. This shift aligns with the theoretical foundation of deep learning, which advocates for active engagement and the connection of knowledge to real-world applications.

The increase in learning outcomes also supports the findings of Dewi and Rusilowati (2025), who stated that deep learning methods lead to better learning outcomes by focusing on concept understanding and real-world relevance. In this study, students not only improved their theoretical knowledge but also developed practical insights into applying Islamic principles in daily life. This reflects the model's dual focus on both cognitive and application-based learning, which has been shown to produce more comprehensive and lasting knowledge retention.

In comparison with conventional learning methods, where student engagement is typically lower, the deep learning approach appears to be more effective in promoting both understanding and performance. This reinforces the argument that teaching strategies that prioritize active learning and student involvement result in better academic outcomes. Therefore, the significant improvement in learning outcomes demonstrates the effectiveness of the deep learning model in enhancing students' understanding of Fiqh and their ability to apply Islamic principles in real-life contexts.

In conclusion, the data shows that the deep learning model effectively improved student learning outcomes in Fiqh. The marked increase in posttest scores demonstrates that students gained a deeper understanding of the material, and that the active learning strategies employed during the course were highly beneficial in fostering student success. This supports the notion that deep learning is an effective pedagogical approach, particularly in enhancing both theoretical knowledge and practical application.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

Obstacles Faced by Teachers and Students

Despite the positive outcomes, the application of the deep learning model encountered several obstacles that need to be addressed for further improvement. The primary challenge faced by teachers was time constraints, with 57.7% of students reporting that teachers struggled to manage the extended stages of deep learning within the limited class time. Deep learning requires a more structured and time-consuming approach compared to traditional methods, as it involves multiple stages, such as group discussions, active student participation, and in-depth analysis of concepts. Priyono (2025) emphasized that deep learning demands careful time management and pedagogical skills from teachers to ensure all stages are completed effectively.

Time constraints were particularly problematic because they limited the teacher's ability to fully implement all aspects of the deep learning model. Teachers found it challenging to balance the time allocated for each activity while ensuring that students remained engaged and that all learning objectives were met. This issue is common in classrooms where lesson plans are designed based on traditional, lecture-based methods, which are generally more time-efficient but less effective at promoting deep engagement. The implementation of deep learning models may require adjustments to the curriculum or extended class periods to accommodate all necessary activities, ensuring that students can benefit from the full depth of the learning process.

On the student side, lack of confidence in asking questions emerged as a significant barrier. 46.1% of students reported that they felt hesitant to ask questions during lessons. This lack of confidence likely stems from psychological factors such as fear of making mistakes or the perceived judgment of peers. Sardiman (2020) noted that students' internal motivation and support from their peers and teachers play a significant role in determining their willingness to engage in class discussions. In this case, the deep learning model's emphasis on active participation may have triggered more engagement, but students still faced barriers in verbal communication.

To overcome this obstacle, it is essential to create a classroom environment that encourages open communication and supports student confidence. Strategies such as positive reinforcement, peer collaboration, and teacher-led discussions can help students feel more comfortable asking questions and participating verbally.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

Encouraging students to ask questions in a non-judgmental, supportive atmosphere can reduce the psychological barriers to participation and further enhance the effectiveness of deep learning models in the classroom.

In conclusion, while deep learning has proven effective in improving student engagement and learning outcomes, challenges related to time management for teachers and student participation remain. Addressing these issues through better time allocation and strategies to boost student confidence will be crucial in fully realizing the potential of the deep learning model in Fiqh education.

Discussion

Learning Preparation

Based on the results of the questionnaire, the learning preparation indicator obtained an average score of 3.50 or 87.5% of the ideal score. This percentage is in the high category. This shows that students consider that the teacher has made good learning preparation, such as explaining the learning objectives clearly, preparing relevant teaching materials, and using strategies that support the Fiqh learning process.

The score of 87.5%, which is in the high category, confirms that teachers have implemented learning planning well. Sanjaya (2019) stated that learning planning is a strategic step that determines the direction and quality of the learning process. Without careful preparation, learning will run aimlessly and less effectively. This data shows that students feel the clarity of the learning direction from the beginning, which is shown by the clarity of the objectives and materials prepared.

This finding is also in line with the opinion of Trianto (2022) who emphasizes the importance of systematic learning planning so that students can connect the material with real experiences. In other words, teachers who prepare Fiqh learning well will make it easier for students to understand the meaning of prayer not only as a formal obligation, but also as a meaningful spiritual experience, Isnaini (2020) in the development of inquiry-based modules at MA Darul Ulum Palangka Raya also shows that relevant media help students' learning readiness. This is strengthened by Anisa, Rizal, and Hikmah (2024) who stated that application-based PAI e-modules increase motivation and clarity of learning direction.

In addition, these results are in line with the research of Kurniawan and Rahmawati (2021) which found that the availability of relevant teaching materials

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

increases student active participation. Teachers who prepare Fiqh teaching materials appropriately make it easier for students to understand the content of the material. This shows that teacher preparation contributes directly to students' learning readiness.

Thus, the data of 87.5% of the high category in the preparation aspect proves that teachers have applied the principle of deep learning, namely structured learning planning to encourage active and in-depth student involvement.

Student Activity

The results of the questionnaire analysis showed that the average score of student learning activity was 56.46 out of an ideal score of 72 or 78.4%, including the high category. Of the 26 students, 16 people (61.5%) were in the high category, 10 people (38.5%) were in the medium category, and none were in the low category.

When reviewed based on indicators, the highest score was found in recording activities with an average of 3.62 (90.5%), followed by emotional aspects with a score of 3.42 (85.5%), and verbal activities with a score of 3.38 (84.5%). On the other hand, the lowest scoring indicators were the courage to ask questions and discussion participation, which was with an average of 2.73 (68.2%).

The data shows that students are more active in visual activities such as taking notes (90.5%) than oral activities in the form of asking questions or discussions (68.2%). This indicates that students already have the awareness to take notes as a means of strengthening their understanding of the material. Sardiman (2020) stated that taking notes is a form of learning activity that is very important because it functions to strengthen memory and make it easier for students to understand the material further.

A score of 85.5% on the emotional aspect shows that students feel happy, enthusiastic, and motivated during the Fiqih learning process with the deep learning model. This is in accordance with the opinion of Trianto (2022) who explains that students' emotional involvement is one of the indicators of the realization of meaningful learning. If students feel enthusiastic, then the learning process will run more effectively.

However, a score of 68.2% on the indicator of courage to ask questions and discuss shows that there are still weaknesses. Psychological factors such as fear of being wrong and lack of confidence are one of the causes of low student courage. This

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

is strengthened by the opinion of Hamalik (2018) who states that the courage to ask questions is part of the activeness of learning which is influenced by the internal motivation of students.

This result is also in line with the research of Kurniawan and Rahmawati (2021) who found that even though students are more active in discussing after using deep learning, they still need stimulus from teachers to dare to ask questions. Sinar, Putra, and Lestari (2023) also reported that the application of deep learning increased student engagement in general, but the questioning aspect remained a challenge. In addition, Sobari, Malisi, & Khalfiah (2025) found that religious activities play a role in shaping the courage of new students to be more active. Syolehah et al. (2024) also emphasized that self-confidence is an important key to the success of PAI students' teaching practices. Thus, student activeness can be strengthened through activities based on religious experiences and teacher encouragement.

Thus, data of 78.4% of the high category shows that the application of deep learning has succeeded in increasing student activity, although certain aspects such as the courage to ask questions still need to be strengthened.

Learning Outcomes

The average score of the students' pretest was 65.3 with a completeness rate of 57.7%, which was in the medium category. After learning using the deep learning model, the average posttest score increased to 82.7 with a completeness rate of 88.5%, which was in the high category.

This data shows a significant increase in student learning outcomes. The average increase from 65.3 to 82.7 proves that the deep learning model is able to encourage students to understand the material more deeply. This is in accordance with the opinion of Wahyudi (2025) that deep learning-based learning is able to improve students' reasoning skills and learning outcomes through a meaningful learning process.

Learning completeness also increased from 57.7% to 88.5%. This improvement shows that most students manage to achieve competency standards after the implementation of this model. This is in accordance with the research of Dewi and Rusilowati (2025) who stated that deep learning can improve learning outcomes by emphasizing understanding concepts and applications in real life. Research by Muhajir

Submitted: 12-08-2024 Accepted: 25-08-2024 Approved: 28-09-2024 Published: 27-10-2024

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

& Muslimah (2023) on PAI learning based on Dayak local wisdom in Palangka Raya also strengthens the finding that real context enriches understanding and improves learning outcomes. Similarly, MahmudI, Lutfi, & Hikmah (2025) found that students' Qur'anic verse writing skills increased significantly after practice-based learning strategies were implemented. This proves that deep learning not only strengthens the cognitive realm, but also psychomotor.

This improvement in learning outcomes also strengthens the argument that learning that emphasizes deep understanding is more effective than conventional learning. Thus, the results of this study support previous theories and research that affirm that deep learning has a positive effect on the achievement of student learning outcomes.

Obstacles for Teachers and Students

The results of the questionnaire show that the most prominent obstacle for teachers is time constraints. As many as 57.7% of students stated that teachers often experience limited time in carrying out all stages of deep learning-based learning. From the student side, the main obstacle is the lack of confidence to ask questions, with a percentage of 46.1%.

Limited time is the main obstacle experienced by teachers in implementing deep learning. This is natural because this model requires more complex learning stages than conventional methods. Priyono (2025) emphasized that teachers need good pedagogic skills and time management in applying deep learning. Therefore, teachers need to set a strategy so that each stage can be carried out effectively.

Meanwhile, the constraint from the student side in the form of low confidence to ask questions (46.1%) shows that even though students are quite active, there are still psychological barriers that limit their participation. Sardiman (2020) emphasized that students' courage in asking questions is greatly influenced by internal motivation and support from the learning environment. Safitri et al. (2024) show that Islamic religious guidance in converts helps overcome psychological barriers through spiritual and social support. Surawan et al. (2023) also found that the Worship Practice (PPI) program at IAIN Palangka Raya can improve worship skills as well as student confidence. Therefore, coaching support, motivational strategies, and confidence building are solutions to overcome obstacles in the application of deep learning.

p-ISSN:2086-9088, e-ISSN: 2623-0054
DOI: https://doi.org/10.62730/syaikhuna.v15i2.7787

Research by Kurniawan and Rahmawati (2021) also shows that although deep learning increases student participation, the aspect of having the courage to ask questions still requires special attention. This shows that teachers need to create a conducive classroom climate so that students feel safe and confident in asking questions. Thus, although deep learning has proven to be effective, the full success of the implementation of this model still requires support in the form of good time management from teachers and strengthening students' motivation and confidence.

Conclusion

This study investigated the application of the deep learning model in Fiqh education at MA Darul Ulum Palangka Raya, aiming to assess its impact on teacher learning preparation, student activity, learning outcomes, and the obstacles encountered during its implementation. The findings confirm that the deep learning model is effective in increasing both student engagement and learning outcomes, highlighting its potential as a powerful pedagogical tool for enhancing the quality of education.

The results showed that teachers demonstrated strong learning preparation, with a high average score of 87.5%, indicating that careful planning and relevant material preparation played a crucial role in the successful application of the model. Student activity was also significantly higher, with 78.4% of students engaging actively in the learning process. The highest participation was observed in note-taking and emotional engagement, though verbal participation, especially in asking questions, still required attention. The deep learning model led to a significant improvement in student learning outcomes, with the posttest scores increasing by 17.4 points on average, underscoring the model's effectiveness in fostering deeper understanding and retention of Fiqh concepts.

However, the study also identified key challenges that need to be addressed. Time constraints for teachers and students' lack of confidence in asking questions were the primary obstacles. These barriers highlight the need for additional strategies, such as improved time management for teachers and confidence-building activities for students, to further optimize the learning process. Overcoming these challenges will be essential for fully realizing the benefits of deep learning in the classroom.

In conclusion, the deep learning model proves to be an effective approach for enhancing both student activity and learning outcomes in Fiqh education. The study's findings contribute to the growing body of literature supporting the integration of deep learning techniques into educational practices, offering valuable insights into how this model can be applied in Islamic education. Future research should explore ways to overcome the identified obstacles and investigate the long-term impacts of deep learning on students' overall academic and personal development.

REFERENCES

Ahmad Muhajir; Muslimah et al. "Pembelajaran Pendidikan Agama Islam Berbasis Kearifan Dayak di SMPN 1 Palangka Raya." Paedagogie: Jurnal Pendidikan dan Studi Islam.

Ali, M. (2019). Strategi Belajar Mengajar. Jakarta: PT Raja Grafindo Persada.

Arikunto, S. (2019). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

Creswell, J. W. (2018). Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.

Dewi, R., & Rusilowati, A. (2025). Penerapan Model Deep Learning dalam Peningkatan Hasil Belajar. Jurnal Pendidikan Inovatif, 10(2), 45–56.

Djamarah, S. B. (2020). Psikologi Belajar. Jakarta: Rineka Cipta.

Hamalik, O. (2018). Proses Belajar Mengajar. Jakarta: Bumi Aksara.

Hasan, I. (2019). Analisis Data Penelitian dengan Statistik. Jakarta: Bumi Aksara.

Huda, M. (2020). Model-Model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.

Ismail, F. (2021). Evaluasi Pembelajaran Pendidikan Agama Islam dengan Model Deep Learning. Jurnal Pendidikan Karakter Islami, 5(3), 65–74.

Isnaini, Rima. Pengembangan modul berbasis inkuiri terbimbing bermuatan artikel ilmiah populer pada materi sistem saraf kelas XI MA Darul Ulum Palangka Raya. Skripsi IAIN Palangka Raya, 2020.

Kurniawan, D., & Rahmawati, N. (2021). Pengaruh Deep Learning terhadap Keaktifan Siswa. Jurnal Penelitian Pendidikan, 8(1), 33–41.

MahmudI, M., Lutfi, S., Hikmah, N. "Kemampuan Menulis Ayat Al-Qur'an Mahasiswa PAI dalam Mata Kuliah Khat Imla' di IAIN Palangka Raya." Educational: Jurnal Inovasi Pendidikan & Pengajaran, Vol.5 No.1 (2025).

Moleong, L. J. (2019). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.

Mulyasa, E. (2020). Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung: Remaja Rosdakarya.

Nata, A. (2020). Perspektif Islam tentang Strategi Pembelajaran. Jakarta: Kencana.

Nor Syolehah, M. Ali Sibram Malisi, Muhammad Redha Anshari. "Kepercayaan Diri Mahasiswa PAI Melaksanakan Praktik Mengajar 2 IAIN Palangka Raya." Muallimun: Jurnal Kajian Pendidikan dan Keguruan, Vol.4 No.1.

Priyono, A. (2025). Manajemen Waktu Guru dalam Penerapan Deep Learning. Jurnal Ilmu Pendidikan Islam, 7(2), 112–121.

Rahman, F. (2022). Pengaruh Strategi Deep Learning dalam Meningkatkan Pemahaman Konsep Fiqih. Jurnal Pendidikan Islam Kontemporer, 7(1), 23–34.

Resti Nur Anisa; Setria Utama Rizal; Nurul Hikmah. "Pengembangan E-Modul Menggunakan Aplikasi Ispring pada Pembelajaran PAI Kelas IV di SDN Percobaan Palangka Raya." Pedagogik: Jurnal Pendidikan, Vol.19 No.2.

Riduwan. (2020). Skala Pengukuran Variabel-Variabel Penelitian. Bandung: Alfabeta.

Rowina, S.; Khalda, N.; Aminah, A.; Syafadila, E.; Nisa, K.; Kusmita, R.; Latifah, R.; Rahmawati, S.; Abdullah, A. "Peningkatkan Kualitas Calon Guru pada Mata Kuliah Praktek Mengajar 1 di IAIN Palangka Raya." Jurnal Inovasi Pengabdian Dan Pemberdayaan Masyarakat, Vol.4 No.1 (2024).

Saefuddin, A., & Berdiati, I. (2021). Pembelajaran Efektif. Bandung: Remaja Rosdakarya.

Safitri, Ariani; Aulia, Ariska; Mauludiyah, Azizatul; Safitri, Dian Ayu; Winarsih, Erlin Dwi. "Pembinaan Agama Islam pada Mualaf Binaan Mualaf Center Indonesia Kota Palangka Raya." Inspirasi: Jurnal Pengabdian Masyarakat, Vol.1 No.4 (2024).

Sanjaya, W. (2019). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana.

Sardiman, A. M. (2020). Interaksi dan Motivasi Belajar Mengajar. Jakarta: Raja Grafindo Persada.

Setyosari, P. (2021). Metode Penelitian Pendidikan dan Pengembangan. Jakarta: Prenadamedia.

Sinar, H., Putra, M., & Lestari, D. (2023). Implementasi Model Deep Learning dalam Pembelajaran Fiqih. Jurnal Pendidikan Islam, 9(1), 55–66.

Siti Sarifah; Zainap Hartati; Elyas Darmawati. "Pembinaan Rohani Agama Islam Dalam Meningkatkan Akhlakul Karimah Siswa Kelas VII di SMP Negeri 8 Palangka Raya." Jurnal Pengabdian Sosial, Vol.1 No.12.

Slameto. (2019). Belajar dan Faktor-Faktor yang Mempengaruhinya. Jakarta: Rineka Cipta.

Sobari, R. T.; Sibram Malisi, M. A.; Yuliani Khalfiah, Y. "Penanaman Karakter Religius Mahasiswa Baru Melalui Kegiatan Keagamaan Di Ma'had Al-Jami'ah IAIN Palangka Raya." Jurnal Media Informatika, Vol.6 No.2 (2025).

Sudjana, N. (2019). Dasar-Dasar Proses Belajar Mengajar. Bandung: Sinar Baru Algesindo.

Sugiyono. (2021). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Suharsimi, A. (2020). Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara.

Sukardi. (2020). Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya. Jakarta: Bumi Aksara.

Surawan, Syahmidi; M. Redha Anshari; Saiful Luthfi. "Pembinaan Keagamaan Bagi Mahasiswa Melalui PPI (Praktik Pengamalan Ibadah) di IAIN Palangka Raya." Jurnal Paris Langkis, Vol.4 No.1 (2023).

Trianto. (2022). Mendesain Model Pembelajaran Inovatif-Progresif. Jakarta: Kencana.

Wahyudi, B. (2025). Efektivitas Deep Learning dalam Meningkatkan Hasil Belajar Siswa. Jurnal Pendidikan Modern, 12(3), 77–89.

Yusuf, M. (2020). Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan. Jakarta: Prenada Media.

Zainuddin, A. (2021). Penerapan Model Deep Learning pada Pembelajaran Pendidikan Agama Islam. Jurnal Ilmiah Pendidikan Islam, 6(2), 101–115.