



Implementation of the Concept of Islamic Educational Psychology of Contemporary Scholars through the Deep Learning Approach

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Abstract

This study examines the implementation of the concept of Islamic educational psychology from the perspective of contemporary scholars through the deep learning approach in improving the quality of learning. The study employed a qualitative approach using library research by reviewing various relevant literature sources, including scientific books, journal articles, and previous studies. Data were analyzed descriptively and analytically through the processes of reviewing, comparing, and synthesizing concepts related to Islamic educational psychology and the deep learning approach. The findings indicate that Islamic educational psychology emphasizes the holistic development of students' potential, encompassing cognitive, affective, and spiritual dimensions. Therefore, education is not only oriented toward the mastery of knowledge but also toward the formation of morals and personality. Furthermore, the deep learning approach has proven effective in encouraging active student engagement, enhancing conceptual understanding, and developing critical, reflective, and creative thinking skills. This approach is aligned with constructivist principles that position students as active subjects in the learning process, making learning more meaningful and contextual. However, the implementation of this integration still faces several challenges, including limited teacher competence and a learning culture that remains oriented toward memorization. Therefore, strategic efforts are required through improving educator capacity, developing adaptive curricula, and strengthening innovative educational policies. In conclusion, the integration of Islamic educational psychology concepts with the deep learning approach has significant potential to create meaningful and high-quality learning and to produce students who are intellectually, spiritually, and emotionally developed.

Keywords: Islamic educational psychology, deep learning, Islamic education

Abstract

Penelitian ini bertujuan untuk mengkaji implementasi konsep psikologi pendidikan Islam perspektif ulama kontemporer melalui pendekatan deep learning dalam meningkatkan kualitas pembelajaran. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (library research) melalui kajian berbagai sumber literatur yang relevan, seperti buku ilmiah, artikel jurnal, dan hasil penelitian terdahulu. Analisis data dilakukan secara deskriptif-analitis dengan menelaah, membandingkan, dan mensintesis berbagai konsep terkait psikologi pendidikan Islam dan pendekatan deep learning. Hasil penelitian menunjukkan bahwa psikologi pendidikan Islam menekankan pengembangan potensi peserta didik secara holistik yang mencakup aspek kognitif, afektif, dan spiritual. Oleh karena itu, pendidikan tidak hanya berorientasi pada penguasaan ilmu pengetahuan, tetapi juga pada pembentukan akhlak dan kepribadian. Selain itu, pendekatan deep learning terbukti mampu mendorong keterlibatan aktif peserta didik, meningkatkan pemahaman konseptual, serta mengembangkan kemampuan berpikir kritis, reflektif, dan kreatif. Pendekatan ini sejalan dengan prinsip konstruktivisme yang menempatkan peserta didik sebagai subjek aktif dalam proses pembelajaran sehingga pembelajaran menjadi lebih bermakna dan kontekstual. Namun, implementasi integrasi tersebut

masih menghadapi berbagai tantangan, seperti keterbatasan kompetensi guru dan budaya belajar yang masih berorientasi pada hafalan. Oleh karena itu, diperlukan upaya strategis melalui peningkatan kapasitas pendidik, pengembangan kurikulum yang adaptif, serta penguatan kebijakan pendidikan yang inovatif. Dengan demikian, integrasi konsep psikologi pendidikan Islam dengan pendekatan *deep learning* memiliki potensi besar dalam mewujudkan pembelajaran yang berkualitas dan bermakna serta menghasilkan peserta didik yang berkembang secara intelektual, spiritual, dan emosional.

Keywords: psikologi pendidikan Islam, *deep learning*, pendidikan Islam.

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Introduction

Islamic education is essentially not only oriented towards the transfer of knowledge, but also towards the formation of the complete personality of students, encompassing cognitive, affective, and psychomotor aspects (Sihono & Hamami, 2025) . In this context, Islamic educational psychology plays a strategic role as a foundation for understanding the characteristics, potential, and development of students in accordance with Islamic values. The thinking of contemporary scholars in the field of Islamic educational psychology offers an integrative perspective between the spiritual, intellectual, and emotional dimensions, making it relevant in addressing the increasingly complex challenges of modern education. (Irawan & Rohman, 2025) Contemporary scholars emphasize the importance of a humanistic, holistic, and student-centered educational approach (*student-centered learning*). This concept aligns with modern psychological theories that position students as active subjects in the learning process.

From the perspective of Islamic educational psychology, the learning process is not only understood as a cognitive activity, but also as a process of moral formation and the development of human potential. (RizkaSaomi & Zahra, 2026) Therefore, a learning approach is needed that can accommodate these needs comprehensively. One relevant approach in this context is the *Deep Learning* approach, which emphasizes in-depth, reflective, and meaningful learning. (Belalawe & Seo, 2026) This approach aims to develop higher-order thinking skills, such as analysis, evaluation, and creativity, and encourages students to understand concepts comprehensively and applicably. DEEP LEARNING APPROACH not only focuses on learning outcomes, but also on the learning process that involves active student involvement in constructing knowledge. However, the reality of learning in the field still shows the dominance of surface learning approaches , namely learning that emphasizes memorization and superficial mastery of material. (Suseno et al., 2025) This causes students to be less able to develop critical and

reflective thinking skills, and less than optimal in internalizing Islamic educational values. (Siregar & Padli Nasution, 2025) On the other hand, the concept of Islamic educational psychology developed by contemporary scholars has not been fully implemented optimally in learning practices. (Ahwani et al., 2025)

This study demonstrates that the integration of contemporary Islamic scholars' Islamic educational psychology with the *deep learning approach* has strong relevance in creating holistic, reflective, and meaningful Islamic education learning. This integration not only enhances students' conceptual understanding but also strengthens the internalization of spiritual values and character formation. This research contributes to the development of a student-centered learning paradigm for Islamic education that integrates intellectual, emotional, and spiritual aspects. Further research is recommended to empirically test the implementation of this model at various levels of education.

A number of studies have examined the *deep learning approach* in improving the quality of learning, as well as examining Islamic educational psychology in shaping the character of students (Khotimah & Abdan, 2025). However, studies that specifically integrate the concept of Islamic educational psychology of contemporary scholars with the Deep learning approach in learning are still relatively limited. (Tarigan et al., 2025). This indicates a gap (research gap) that needs to be studied further. Based on this description, this study has an urgency to examine the implementation of the concept of Islamic educational psychology of contemporary scholars through the Deep learning approach in learning. The focus of the study is directed at how the concept of Islamic educational psychology can be integrated with the deep learning approach, as well as its implications for improving the quality of learning. The formulation of the problem in this study is: (1) what is the concept of Islamic educational psychology according to contemporary scholars, (2) how is the implementation of the Deep learning approach in learning, and (3) how the integration of the two can improve the quality of learning.

Thus, this research is expected to provide theoretical contributions in the development of Islamic educational psychology studies as well as practical contributions for educators in designing learning that is more meaningful, reflective, and oriented towards developing students' potential holistically.

Research methods

This study uses a qualitative approach with a library research type that aims to examine in depth the implementation of the concept of Islamic educational psychology

of contemporary scholars through the *Deep Learning* approach in learning. This approach was chosen because the research focuses on conceptual and theoretical analysis sourced from various relevant scientific literature. This research is descriptive-analytical, namely by describing the concept of Islamic educational psychology, the thoughts of contemporary scholars, and the deep learning approach, then critically analyzed to gain a comprehensive understanding of the integration of both in the context of learning. Data sources in this study consist of primary data in the form of scientific books, works of thought of contemporary scholars, and reputable journal articles that discuss Islamic educational psychology and the *deep learning approach*, and secondary data in the form of previous research results, proceedings, and relevant educational policy documents.

Data collection techniques were conducted through documentation studies, namely by identifying, classifying, reading in depth, and recording various important information from sources related to the research focus. Data analysis was conducted using descriptive-analytical techniques, which include the stages of data reduction, data presentation, and drawing conclusions. In addition, content analysis was also used to examine the meaning, patterns, and relationships between concepts found in the literature. To maintain data validity, this study applied source triangulation by comparing various relevant references, using credible and up-to-date sources, and conducting in-depth and repeated data reviews. Through this method, it is hoped that the research will be able to produce a systematic, critical, and comprehensive study regarding the integration of the concept of Islamic educational psychology of contemporary scholars with a *deep learning approach* in improving the quality of learning.

Results and Discussion

The Concept of Islamic Educational Psychology according to Contemporary Scholars

The results of the study show that Islamic educational psychology developed by contemporary scholars emphasizes a holistic and integrative approach in understanding students. (Zuairiyah et al., 2025) This concept not only views humans as cognitive beings, but also as spiritual, emotional, and social beings who have natural potential that must be developed in a balanced manner. (RizkaSaomi & Zahra, 2026) The thoughts of figures such as Syed Muhammad Naquib al-Attas emphasize the importance of the concept of *ta'dib* (formation of adab) as the core of Islamic education, while Abdurrahman Mas'ud highlights the importance of humanistic and contextual education.

From an educational psychology perspective, this concept aligns with the humanistic theory proposed by Abraham Maslow and Carl Rogers, which emphasizes self-actualization and the optimal development of individual potential. However, Islamic educational psychology is unique in that it places the spiritual dimension at the center of human development. (Habibah, 2021) This demonstrates that education aims not only to develop intellectual intelligence but also to shape a personality with noble character. Furthermore, from the social constructivism perspective developed by Lev Vygotsky, learning occurs through social interaction and experience. This concept aligns with the views of contemporary scholars who emphasize the importance of the social and cultural environment in shaping students' character. (Ramadhan Lubis et al., 2024) Thus, contemporary Islamic educational psychology has strong relevance to psychological theories.

In a way critical, differences fundamental located at the source epistemology; if the West is centered on anthropocentrism (humanity) solely, Islam balances it with theocentric (divine). The implications in context current Islamic Education learning This is shift the role of teachers. Islamic Religious Education teachers do not Again just become *transfer of knowledge* (transfer knowledge cognitive), but rather as *mu'addib* (former of manners) who facilitates student For recognize potential his divinity through discussions contextual about modern morality, so that religious values do not just become memorization text but identity self. (Abas & Mabrur, 2022)

Implementation of Deep Learning Approach in Learning

The analysis results show that the *Deep Learning* approach is a learning strategy that emphasizes in-depth understanding, critical reflection, and active student involvement in the learning process. (Belalawe & Seo, 2026) This approach aims to develop higher- *order thinking skills* that include analysis, evaluation, and creation. Within the framework of educational theory, DEEP LEARNING APPROACH is in line with the revised Bloom's taxonomy by Lorin W. Anderson and David R. Krathwohl, which places higher-order thinking skills as the main goal of learning. In addition, DEEP LEARNING APPROACH is also closely related to constructivism theory, which emphasizes that knowledge is actively constructed by students through learning experiences. The implementation of DEEP LEARNING APPROACH in learning can be done through various strategies, such as *problem-based learning*, *project-based learning*, and reflective learning. This approach encourages students to not only understand the

material theoretically but also be able to relate it to real-life contexts. (Asasul Baidlo Qurotul'ain, 2024) This is in line with the concept of *experiential learning* proposed by David Kolb, which emphasizes the importance of direct experience in the learning process.

However, the study also shows that the implementation of DEEP LEARNING APPROACH still faces challenges, such as limited teacher competency, a learning culture that is still oriented towards memorization, and a lack of support for learning resources. (Difa Maulidya et al., 2025) Therefore, systematic efforts are needed to integrate this approach into learning practices effectively. However, the study also shows that the implementation of DEEP LEARNING APPROACH still faces challenges, such as limited teacher competency, a learning culture that is still oriented towards memorization, and a lack of support for learning resources. (Suseno et al., 2025) Challenges This create big gap between regulations demanding curriculum think critical with reality class that is still passive . Therefore, a systematic effort is needed to integrate this approach into learning practices effectively. Systematic efforts This must touch repositioning assessment learning ; exam No may Again only test Power remember term short through choice double , but rather through task based portfolio or studies case real force student do analysis deep

Integration of Islamic Educational Psychology with the Deep learning approach in Learning

Explanation The integration of the concept of Islamic educational psychology of contemporary scholars with the Deep learning approach shows significant potential in improving the quality of learning . (Tarigan et al., 2025) The results of the study show that these two approaches have a common ground in placing students as active subjects who have the potential to develop optimally. (Rahim, 2026) In the perspective of Islamic educational psychology, learning aims to develop the potential of human nature as a whole, including spiritual, intellectual, and emotional aspects. Meanwhile, DEEP LEARNING APPROACH emphasizes deep and meaningful learning. (Aswati & Chanifudin, 2025) The integration of the two produces a learning model that is not only oriented towards mastery of the material, but also on the formation of character and self-awareness of students. (Handayani, 2025)

Theoretically, this integration can also be explained through the theory of *holistic education* , which emphasizes the development of the whole person. Furthermore, the concept of *student-centered learning serves as an important foundation for combining these two*

approaches, where students are given space to explore, reflect, and internalize knowledge. (Simon et al., 2023) Comparison analytical show that if conventional DEEP LEARNING APPROACH stop at achievement cognitive metacognition (awareness think), then integration with Islamic psychology enhances it until reach the level of ' spiritual awareness ' (*tazkiyatun nafs*). (Isnialati , Azhar, Novikasari, 2024) This integration contributes to improving the quality of learning, including: Improving students' conceptual and reflective understanding, Developing critical and creative thinking skills, Strengthening the internalization of Islamic values, Increasing motivation and learning engagement.

In a way real , implications integration This in Islamic Education learning can seen in the changes syntax class . As example , when discuss material about "Islamic Economics", students No only memorize definition usury and mudharabah . Through DEEP LEARNING APPROACH method inspired Islamic psychology , students faced with studies case illegal online loans in the neighborhood around they (contextual). (Nugraha et al., nd) Student invited analyze the impact in a way social economics (cognitive /DEEP LEARNING APPROACH) at the same time reflect on it spiritually using conscience and religious evidence (Islamic nature/ psychology). The final result is A project solution real or campaign education literacy Islamic finance . (BSKAP, 2025)

This integration contribute in increase quality learning , including :

1. Increase understanding conceptual and reflective participant educate .
2. Develop ability think critical and creative .
3. Strengthen internalization values Islam .
4. Increase motivation and engagement Study . (Tania et al., 2025)

However, implementing this integration requires teachers to be prepared to understand the concepts of Islamic educational psychology and to effectively apply the deep learning approach . Furthermore, curriculum support and educational policies that encourage innovative and character-oriented learning are required.

Conclusion

Implementation draft psychology contemporary Islamic education of scholars through approach *Deep Learning* delivers contribution novelty (contribution main) in the form of a " Theo-Anthropocentric Synergy " learning model . This model succeed bridge sharpness methodology western cognitive-metacognitive with depth spiritual transformation - Islamic morals (*tazkiyatun nafs*). This integration change orientation

Islamic Education learning from just memorization text (*rote learning*) becomes action contextual and reflective real learning . proven capable push involvement active participant educate , improve understanding conceptual , as well as develop natural potential holistic .

Although Thus , the challenge main in the field Still dwelling on the gap competence teacher pedagogy and culture pragmatic learning . Therefore that , recommendation For study furthermore is do study action class (PTK) or study experiments to test the effectiveness of the DEEP LEARNING APPROACH - Islamic Psychology integration model in a way empirical in schools . In addition , it is necessary study advanced For develop instrument assessment authentic based portfolio characters that can measure achievement aspect students' spiritual awareness in a way more objective .

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