ABSTRAK

Aisyah, Siti 2026. *Penerapan Pembelajaran Pendidikan Agama Islam dan Budi Pekerti melalui Pendekatan Deep Learning pada Peserta Didik Kelas VIII di SMP Negeri 1 Ngoro*. Skripsi, Program Studi S-1 Pendidikan Agama Islam, Fakultas Tarbiyah Institut Agama Islam AlUrwatul Wutsqo (IAI-UW) Jombang, Dr. Nurul Indana, S.Pd.I., M.Pd.

Kata Kunci: Pendidikan Agama Islam dan Budi Pekerti, *Deep Learning, Meaningful Learning, Case Based Learning.*

Penerapan pendekatan *Deep Learning* dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti merupakan salah satu upaya untuk menciptakan pembelajaran yang tidak hanya berorientasi pada pemahaman materi, tetapi juga mampu menghubungkan pengetahuan dengan kehidupan nyata peserta didik. Fokus kajian ini meliputi penerapan pendekatan *Deep Learning* dengan penekanan pada pilar *Meaningful Learning*, proses pembelajaran menggunakan metode *Case Based Learning* dalam mendukung *Meaningful Learning*, serta kelebihan dan kekurangan penerapan pendekatan *Deep Learning* melalui metode *Case Based Learning*. Oleh karena itu, penelitian ini bertujuan untuk mengetahui: 1.) penerapan pendekatan *Deep Learning* dalam pembelajaran PAI dan Budi Pekerti pada peserta didik kelas VIII di SMP Negeri 1 Ngoro dengan penekanan pada pilar *Meaningful Learning.* 2.) proses pembelajaran PAI dan Budi Pekerti menggunakan metode *Case Based Learning* dalam mendukung penerapan *Meaningful Learning* pada peserta didik kelas VIII di SMP Negeri 1 Ngoro. 3.) kelebihan dan kekurangan penerapan pendekatan *Deep Learning* melalui metode *Case Based Learning* dalam pembelajaran PAI dan Budi Pekerti pada peserta didik kelas VIII di SMP Negeri 1 Ngoro. Penelitian ini menggunakan metode kualitatif dengan desain deskriptif kualitatif. Pengumpulan data dilakukan dengan teknik wawancara, observasi, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dilakukan melalui triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan: 1.) Penerapan pendekatan *Deep Learning* dalam pembelajaran PAI dan Budi Pekerti pada peserta didik kelas VIII di SMP Negeri 1 Ngoro dengan penekanan pada pilar *Meaningful Learning* dilakukan melalui pemahaman makna dan hikmah materi, internalisasi nilai-nilai Islam, serta penerapan nilai dalam kehidupan seharihari. Penerapan tersebut didukung oleh *Mindful Learning* melalui kesadaran dan refleksi peserta didik serta *Joyful Learning* melalui suasana pembelajaran yang menyenangkan dan keterlibatan aktif peserta didik. 2.) Proses pembelajaran PAI dan Budi Pekerti menggunakan metode *Case Based Learning* dalam mendukung penerapan *Meaningful Learning* dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi. Pada proses pelaksanaannya, peserta didik terlibat dalam memahami dan menganalisis kasus, berdiskusi dalam kelompok, menyampaikan pendapat, mempresentasikan hasil pembahasan, serta merumuskan solusi berdasarkan nilai-nilai Islam. 3.) Kelebihan penerapan pendekatan *Deep*

Learning melalui metode *Case Based Learning* yaitu mampu menghubungkan materi dengan kehidupan nyata peserta didik, meningkatkan kemampuan berpikir kritis, serta membangun kerja sama dan kolaborasi. Adapun kekurangannya yaitu membutuhkan waktu yang relatif lebih lama, adanya perbedaan kemampuan peserta didik dalam menganalisis kasus, serta membutuhkan kemampuan guru dalam mengelola pembelajaran dan memilih kasus yang sesuai dengan materi.

ABSTRACT

Aisyah, Siti. 2026. *The Implementation of Islamic Religious Education and Character Education Learning through the Deep Learning Approach for Eighth-Grade Students at SMP Negeri 1 Ngoro.* Undergraduate Thesis, Undergraduate Program in Islamic Religious Education, Faculty of Tarbiyah, Institut Agama Islam Al-Urwatul Wutsqo (IAI-UW) Jombang. Advisor: Dr. Nurul Indana, S.Pd.I., M.Pd.

Keywords: Islamic Religious Education and Character Education, Deep Learning, Meaningful Learning, Case Based Learning.

The implementation of the Deep Learning approach in Islamic Religious Education and Character Education learning is one of the efforts to create learning that is not only oriented toward understanding the learning materials but also able to connect knowledge with students' real-life experiences. The focus of this study includes the implementation of the Deep Learning approach with an emphasis on the Meaningful Learning pillar, the learning process using the Case Based Learning method in supporting Meaningful Learning, as well as the advantages and disadvantages of implementing the Deep Learning approach through the Case Based Learning method. Therefore, this study aims to determine: 1.) the implementation of the Deep Learning approach in Islamic Religious Education and Character Education learning for eighthgrade students at SMP Negeri 1 Ngoro, with an emphasis on the Meaningful Learning pillar; 2.) the learning process of Islamic Religious Education and Character Education using the Case Based Learning method in supporting the implementation of Meaningful Learning for eighthgrade students at SMP Negeri 1 Ngoro. 3.) the advantages and disadvantages of implementing the Deep Learning approach through the Case Based Learning method in Islamic Religious Education and Character Education learning for eighthgrade students at SMP Negeri 1 Ngoro. This study used a qualitative method with a qualitative descriptive design. Data were collected through interviews, observations, and documentation. Data analysis techniques included data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation and technique triangulation. The results of the study show that: 1.) The implementation of the Deep Learning approach in Islamic Religious Education and Character Education learning for eighth-grade students at SMP Negeri 1 Ngoro, with an emphasis on the Meaningful Learning pillar, was carried out through understanding the meaning and lessons of the learning materials, internalizing Islamic values, and applying these values in daily life. This implementation was supported by Mindful Learning through students' awareness and reflection, as well as Joyful Learning through a pleasant learning atmosphere and active student involvement. 2.) The learning process of Islamic Religious Education and Character Education using the Case Based Learning method in supporting the implementation

of Meaningful Learning was carried out through the stages of planning, implementation, and evaluation. During the implementation process, students were involved in understanding and analyzing cases, engaging in group discussions, expressing their opinions, presenting the results of their discussions, and formulating solutions based on Islamic values. 3.) The advantages of implementing the Deep Learning approach through the Case Based Learning method include the ability to connect learning materials with students' real-life experiences, improve critical thinking skills, and foster cooperation and collaboration. Meanwhile, the disadvantages include the relatively longer time required, differences in students' abilities to analyze cases, and the need for teachers to have the ability to manage learning and select cases that are appropriate to the learning materials.