ABSTRAK

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Kata kunci: *Deep Learning*, Pembelajaran Akidah Akhlak, Perencanaan, Pelaksanaan, Asesmen.

Pembelajaran Akidah Akhlak tidak hanya diarahkan pada penguasaan pengetahuan, tetapi juga pada pemahaman nilai dan penerapannya dalam kehidupan sehari-hari. Sejalan dengan tuntutan pembelajaran yang berorientasi pada pemahaman secara mendalam, MI NU Zumrotul Faizin telah menerapkan pendekatan *deep learning* dalam pembelajaran Akidah Akhlak, namun penerapannya perlu dideskripsikan secara sistematis pada aspek perencanaan, pelaksanaan, dan asesmen. Penelitian ini bertujuan untuk mendeskripsikan perencanaan pembelajaran Akidah Akhlak dengan pendekatan *deep learning*, pelaksanaan pendekatan *deep learning* dalam pembelajaran Akidah Akhlak, dan asesmen pembelajaran Akidah Akhlak melalui pendekatan *deep learning* di MI NU Zumrotul Faizin. Penelitian ini menggunakan metode kualitatif dengan desain deskriptif kualitatif. Partisipan penelitian terdiri atas guru Akidah Akhlak dan peserta didik di MI NU Zumrotul Faizin. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, sedangkan penentuan partisipan menggunakan teknik *snowball sampling*. Keabsahan data dilakukan melalui uji kredibilitas, antara lain triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa implementasi pendekatan *deep learning* dalam pembelajaran Akidah Akhlak meliputi tiga aspek. Pertama, perencanaan pembelajaran dilakukan melalui penyusunan Modul Ajar yang mencakup identifikasi tujuan pembelajaran dan Capaian Pembelajaran (CP), analisis karakteristik peserta didik, penyusunan alur dan strategi pembelajaran, serta penentuan sumber belajar dan media pembelajaran. Kedua, pelaksanaan pembelajaran menerapkan prinsip *Mindful Learning*, *Meaningful Learning*, dan *Joyful Learning*. *Mindful Learning* dilakukan melalui apersepsi, penyampaian tujuan pembelajaran, pertanyaan pemantik, pembiasaan membaca, dan tanya jawab; *Meaningful Learning* diterapkan dengan mengaitkan materi Akidah Akhlak dengan pengalaman dan permasalahan yang dekat dengan kehidupan peserta didik; sedangkan *Joyful Learning* diwujudkan melalui metode dan aktivitas pembelajaran yang bervariasi sehingga menciptakan suasana belajar yang aktif dan menyenangkan. Ketiga, asesmen pembelajaran dilaksanakan secara berkelanjutan melalui asesmen diagnostik, formatif, dan sumatif. Hasil asesmen dimanfaatkan guru untuk mengetahui perkembangan pemahaman peserta didik, memberikan umpan balik, serta melakukan tindak lanjut bagi peserta didik yang masih mengalami kesulitan belajar. Dengan demikian, implementasi pendekatan *deep learning* dalam pembelajaran Akidah Akhlak di MI NU Zumrotul Faizin telah diterapkan melalui perencanaan, pelaksanaan, dan asesmen yang saling berkaitan dalam mendukung tercapainya tujuan pembelajaran.

ABSTRACT

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Keywords: Deep Learning, Akidah Akhlak Learning, Planning, Implementation, Assessment.

Akidah Akhlak learning is not only directed toward the mastery of knowledge but also toward understanding values and applying them in daily life. In line with the demand for learning that emphasizes deep understanding, MI NU Zumrotul Faizin has implemented the *deep learning* approach in Akidah Akhlak learning; however, its implementation needs to be systematically described in terms of planning, implementation, and assessment. This study aims to describe the planning of Akidah Akhlak learning using the *deep learning* approach, the implementation of the *deep learning* approach in Akidah Akhlak learning, and the assessment of Akidah Akhlak learning through the *deep learning* approach at MI NU Zumrotul Faizin. This study employed a qualitative method with a descriptive qualitative design. The participants consisted of an Akidah Akhlak teacher and students at MI NU Zumrotul Faizin. Data were collected through observation, interviews, and documentation, while participants were selected using snowball sampling. Data validity was established through credibility testing, including source and technique triangulation. The results showed that the implementation of the *deep learning* approach in Akidah Akhlak learning consisted of three aspects. First, learning planning was carried out through the preparation of a teaching module covering the identification of learning objectives and Learning Outcomes (CP), analysis of students' characteristics, development of learning sequences and strategies, and selection of learning resources and instructional media. Second, learning implementation applied the principles of *Mindful Learning*, *Meaningful Learning*, and *Joyful Learning*. *Mindful Learning* was implemented through apperception, delivery of learning objectives, prompting questions, reading habits, and question-and-answer activities; *Meaningful Learning* was implemented by connecting Akidah Akhlak materials with students' experiences and problems in their daily lives; while *Joyful Learning* was realized through varied learning methods and activities that created an active and enjoyable learning environment. Third, learning assessment was conducted continuously through diagnostic, formative, and summative assessments. The assessment results were used by the teacher to identify students' learning development, provide feedback, and conduct follow-up activities for students who experienced learning difficulties. Thus, the implementation of the *deep learning* approach in Akidah Akhlak learning at MI NU Zumrotul Faizin was carried out through interconnected planning, implementation, and assessment processes to support the achievement of learning objectives.