

Implementation and Challenges Faced by Madrasah Teachers Through the Deep Learning Approach in Arabic Language Learning

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Received:	Reviewed :	Accepted :	Published :
19 June 2025	29 June 2025	30 June 2025	30 June 2025
DOI	https://doi.org/10.47625/fitrah.v16i1.1061		

ABSTRACT

This study aims to examine the implementation of deep learning approaches in Arabic language learning and identify the challenges faced by teachers in madrasahs. This study uses a qualitative approach with Arabic teachers at MTsN 1 Kota Bima as the research subjects. Data collection techniques include observation, in-depth interviews, and documentation. The results of the data analysis show that the application of deep learning in madrasahs is carried out through several strategies, including: institutional commitment in the formulation of regulations and the provision of supporting infrastructure, integration of the approach with the Merdeka Curriculum, implementation of meaningful and enjoyable learning, and contextualization of material relevant to students' lives. In addition, collaboration between teachers and students is also key to creating a deep learning process. However, the implementation of this approach is not without challenges, such as teachers' limited understanding of deep learning concepts due to a lack of training, students' heterogeneous backgrounds, and limited time and learning environments that do not support active Arabic language practice. These findings recommend the importance of intensive training for teachers and madrasah policy support in creating a transformative and sustainable learning ecosystem.

Kata Kunci : *Deep learning, Learning, Arabic Language, Teacher*

INTRODUCTION

The world of education in Indonesia has recently been buzzing with a trending topic among education practitioners and observers regarding the discourse on the implementation of deep learning. This began with a statement by the Minister of Primary and Secondary Education (Mendikdasmen), Abdul Mu'ti, in a video circulating online¹. In a seminar titled “Implementing Deep Learning to Achieve Quality Education for All” held at Muhammadiyah University Prof. Dr. Hamka, Jakarta, he explained that this approach aims to ensure that students not only memorize or complete exam questions, but also understand concepts comprehensively, relate them to other disciplines, and apply them in real life². Through this, it can be said that deep learning is not a new curriculum, but a new approach that is expected to bring education in Indonesia forward, adapt to the times, and produce a generation with critical thinking skills and better problem-solving abilities.

Among the factors underlying the need to implement deep learning in education in Indonesia are the results of the 2018 Program for International Student Assessment (PISA) assessment of Indonesian students' performance in basic skills (Lower Order Thinking

¹ Vera Kurniawati, “Deep Learning Trending Topic Di Kalangan Pengamat Pendidikan,” *Rri.Co.Id - Portal Berita Terpercaya*, accessed June 10, 2025,

² TIMES Jakarta, “Abdul Mu’ti Tekankan Pentingnya Pendekatan Deep Learning untuk Pendidikan Bermutu,” *TIMES Jakarta*, accessed June 10, 2025,

Skills/LOTS) and higher-order thinking skills (Higher Order Thinking Skills/HOTS)³. Most Indonesian students are only able to complete questions in the LOTS aspect, such as remembering, understanding, and applying basic information, at levels 1-3. Furthermore, in the HOTS aspect, Indonesian students' performance is far below the average of other countries. Only a small percentage of students are able to reach level 4 and above, which is the level that demonstrates the ability to integrate information from various sources, construct arguments, or solve problems in non-routine situations⁴. These results emphasize the need for profound improvements in Indonesia's education system, particularly in the implementation of learning approaches that encourage critical and creative thinking. Teachers need to be equipped with learning strategies that focus not only on memorization or procedures, but also on the development of conceptual understanding and higher-order thinking skills that are relevant to students' real lives.

The implementation of deep learning is expected to create a more dynamic, innovative, and relevant learning ecosystem aligned with future needs. With this approach, it is hoped that students will not only acquire knowledge but also be able to connect that knowledge to real-life contexts, making learning more meaningful and enjoyable⁵. This is in line with the government's efforts to improve the quality of education in Indonesia so that it is more adaptive to the times and capable of producing a generation with skills relevant to the digital age.

The deep learning approach is highly relevant for application in Arabic language learning in madrasahs. The development of Arabic language learning in madrasahs has undergone significant dynamics and transformations in line with changes in the curriculum, technological advances, and the demands of globalization⁶. Until now, Arabic language learning has tended to be mechanistic, emphasizing memorization of vocabulary, grammatical rules, and literal translation of texts without deep contextual understanding⁷. With the deep learning approach, students are encouraged to understand the structure and meaning of language comprehensively, connecting it to the cultural, social, and even spiritual contexts of their daily lives as part of the Muslim community. This is because the Arabic language is part of the formation of students' religious character and Islamic identity⁸.

The existence of Arabic language learning in madrasahs plays a very important and strategic role in the context of Islamic education in Indonesia. Arabic is not merely a language of communication on an international scale, but also the primary language for understanding Islamic teachings, as the Qur'an, Hadith, and other classical Islamic literature are written in this

³ Prasetyo Adi Nugroho et al., *Deep Learning Dalam Pembelajaran Di Sekolah Dasar* (Cv. Edupedia Publisher, 2025).

⁴ Susilahudin Putrawangsa and Uswatun Hasanah, "Analisis Capaian Siswa Indonesia Pada PISA Dan Urgensi Kurikulum Berorientasi Literasi Dan Numerasi," *EDUPEDIKA: Jurnal Studi Pendidikan Dan Pembelajaran* 1, no. 1 (2022): 1–12; OECD, *PISA 2018 Results (Volume I): What Students Know and Can Do*, PISA (Paris: OECD Publishing, 2019).

⁵ Suwandi, Riska Putri, and Sulastri, "Inovasi Pendidikan dengan Menggunakan Model Deep Learning di Indonesia," *Jurnal Pendidikan Kewarganegaraan dan Politik* 2, no. 2 (December 1, 2024): 69–77.

⁶ Agil Husein Al Munawar, Mad Ali, and Yayan Nurbayan, "Pengaruh Globalisasi Terhadap Pembelajaran Bahasa Arab Di Indonesia," *An-Nas* 9, no. 1 (2025): 56–72.

⁷ Fatkhorrohman Fatkhorrohman, "Sistem Pengajaran Bahasa Arab Di Indonesia Dan Problem Berbahasa Arab Secara Aktif," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2017): 92–103.

⁸ Edo Kurniawan et al., "Strategi Pengintegrasian Pendidikan Agama Islam Dan Bahasa Arab Dalam Membangun Karakter Islami Di MI Pesantren Anak Sholeh Baitul Qur'an Gontor," *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* 2, no. 1 (2024): 761–773.

language⁹. Furthermore, proficiency in Arabic also has added value in a global context. In an era of information openness and international mobility, Arabic can be a valuable asset in continuing studies in the Middle East or establishing cooperation with Arabic-speaking countries. Arabic is also increasingly present in various fields of work and publications¹⁰. Therefore, the implementation of deep learning in Arabic language learning is expected to bridge the needs of learners to master and maximize the role of the language itself.

Looking at previous research, the topic of deep learning has generally only been discussed at a conceptual level¹¹, in terms of curriculum design¹², its general implementation in primary and secondary education¹³, and specifically in Indonesian language¹⁴, science¹⁵, social studies¹⁶, and Islamic religious education subjects¹⁷. Therefore, in this study, the researcher examines the deep learning approach in a different scope from existing studies. This study aims to examine how the deep learning approach is implemented in Arabic language learning and the challenges faced by teachers in madrasahs.

RESEARCH METHOD

The method applied in this study is descriptive qualitative. This study aims to gain an in-depth understanding of how the deep learning approach is applied in the Arabic language learning process and the various challenges faced by teachers in its implementation. The research location was set at MTsN 1 Kota Bima as the research subject, considering that the madrasah has characteristics that are representative of the context of the discussion. With this approach, it is hoped that the research results can provide a complete and contextual picture of the dynamics of deep learning application in Arabic language learning in madrasahs, as well as practical recommendations for improving the quality of learning.

Data collection techniques in this study were carried out through three main methods, namely in-depth interviews, participatory observation, and documentation. Interviews were conducted with Arabic teachers at MTsN 1 Kota Bima to explore their understanding of the concept of deep learning, its implementation, and the challenges faced. Observations were

⁹ Muhammad Khumaini, “Urgensi Bahasa Arab Dalam Kurikulum Pendidikan Sekolah Dasar Dan Menengah Sebagai Bahasa Asing Pilihan Pada Era Society 5.0,” *Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 1–15.

¹⁰ Raihan Arsyad Firdausy Asbari and Ammar Makarim, “Tantangan Dan Peluang Bahasa Arab Dalam Dunia Kerja,” *Jurnal Pendidikan Transformatif* 2, no. 1 (2023): 114–116; Muhammad Hasan Bakalla, *Arabic Culture: Through Its Language and Literature* (Taylor & Francis, 2023).

¹¹ Santiani Santiani, “Analisis Literatur: Pendekatan Pembelajaran Deep Learning Dalam Pendidikan,” *Jurnal Ilmiah Nusantara* 2, no. 3 (2025): 50–57.

¹² Muhamad Basyrul Muvid, “Menelaah Wacana Kurikulum Deep Learning: Urgensi Dan Peranannya Dalam Menyiapkan Generasi Emas Indonesia,” *Edu Aksara: Jurnal Pendidikan dan Kebudayaan* 03, no. 2 (December 8, 2024), accessed May 31, 2025, <https://zenodo.org/doi/10.5281/zenodo.14403663>.

¹³ Suwandi, Putri, and Sulastri, “Inovasi Pendidikan dengan Menggunakan Model Deep Learning di Indonesia.”

¹⁴ Eka Fitri Hastuti and Alif Via Sufianti, “Meningkatkan Kemampuan Literasi Dini Bagi Peserta Didik Kelas 1A MIN 2 Metro Melalui Pendekatan Deep Learning Dalam Pembelajaran Bahasa Indonesia,” *Indonesian Research Journal on Education* 5, no. 2 (2025): 899–902.

¹⁵ Siti Maulidiya Nabila et al., “Pendekatan Deep Learning Untuk Pembelajaran IPA Yang Bermakna Di Sekolah Dasar,” *Primera Educatia Mandalika: Elementary Education Journal* 2, no. 1 (2025): 9–20.

¹⁶ Sustin Komariyah, “Deep Learning Dalam Upaya Meningkatkan Kompetensi Sosial Siswa Melalui Pembelajaran IPS,” *Jurnal Sosialita* 20, no. 1 (2025): 43–50.

¹⁷ Deny Khusnul Khotimah and Muhammad Rohmad Abdan, “Analisis Pendekatan Deep Learning untuk Meningkatkan Efektivitas Pembelajaran PAI di SMKN Pringkuku,” *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 5, no. 2 (April 2, 2025): 866–879.

conducted to directly observe the implementation of deep learning, teacher-student interactions, and the forms of student engagement in the learning process. Documentation was used to obtain additional data in the form of learning tools and student assignments relevant to the research focus. The researcher applied qualitative descriptive analysis techniques using the interactive approach of Miles and Huberman, which includes three stages: data reduction, data presentation, and conclusion drawing. The data obtained was filtered, organized thematically, and analyzed to identify patterns and meanings. Triangulation was used to ensure data validity, so that the analysis results accurately and deeply reflect the reality of deep learning implementation in Arabic language learning.

RESULTS AND DISCUSSION

The Concept of Deep Learning in Education

To avoid misunderstanding, the term deep learning in education differs from the same concept in the digital world. Deep learning in the digital world is part of artificial intelligence and machine intelligence that performs like artificial neurons to read and process irregular data in the form of computational models¹⁸. Meanwhile, in the world of education, although it has been a trending topic lately, the discourse on deep learning has actually been studied by education experts for a long time.

The idea of deep learning first emerged in the 1970s through research by Marton and Säljö at the University of Gothenburg, Sweden. They asked students to read an article and then assess their approach to understanding the text. The results revealed two learning approaches: surface learning, where students merely memorize facts without understanding their meaning, and deep learning, where students strive to comprehend the content and meaning of the text comprehensively¹⁹. Pedagogically, the concept of deep learning can refer to learning methods that focus on deep understanding, interconnections between concepts, and the application of knowledge in real life. Unlike surface learning, which tends to emphasize memorization and repetition of information, this approach prioritizes comprehensive mastery of concepts and the development of critical thinking skills²⁰. Therefore, the practical goal of deep learning is to help students understand the reasons behind a concept, its relevance to everyday life, and how the concept can be used to solve real-world problems.

Hattie further states that deep learning involves higher-order cognitive processes such as analyzing, evaluating, and creating. This process also involves students' emotional and cognitive engagement, thereby increasing their motivation to learn. This type of learning involves deep understanding, reflection, and the transformation of knowledge into contextual and applicable insights. Additionally, this approach fosters the development of a growth mindset, which is the belief that individual abilities can be continuously honed through effort

¹⁸ Amitha Mathew, P. Amudha, and S. Sivakumari, "Deep Learning Techniques: An Overview," in *Advanced Machine Learning Technologies and Applications*, ed. Aboul Ella Hassanien, Roheet Bhatnagar, and Ashraf Darwish, vol. 1141, *Advances in Intelligent Systems and Computing* (Singapore: Springer Singapore, 2021), 599–608.

¹⁹ Julian Hermida, *Facilitating Deep Learning: Pathways to Success for University and College Teachers* (Oakville, ON: Apple Academic Press Inc, 2015).

²⁰ John B. Biggs and Catherine So-kum Tang, *Teaching for Quality Learning at University: What the Student Does*, 4th edition., SRHE and Open University Press Imprint (Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011).

and ongoing learning processes²¹. Thus, deep learning focuses not only on what is learned, but also on how the learning process occurs.

Another definition is provided by Fullan, who states that deep learning is a process for developing six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking. These competencies encompass values such as kindness, empathy, social-emotional learning, entrepreneurial spirit, and various other skills necessary to adapt and function effectively in a complex world²². From this, it is clear that this approach not only targets academic aspects, but also does not neglect the affective, social, and life skills dimensions of students.

Principles of Deep Learning in Learning

In practice, deep learning has specific characteristics in several aspects. In terms of learning experience, deep learning refers to the integration of Bloom's taxonomy and SOLO (Structure of the Observed Learning Outcome). Bloom's taxonomy and SOLO taxonomy have strong relevance to deep learning because both provide a framework for understanding and developing students' thinking levels in a gradual and structured manner. Bloom's Taxonomy classifies learning objectives into six cognitive levels, ranging from remembering to creating²³. In the context of deep learning, learning does not stop at the level of memorization or basic understanding, but encourages students to analyze, evaluate, and create, which are forms of high-level cognitive engagement and reflect deep and applied understanding.

Meanwhile, the SOLO taxonomy developed by Biggs and Collis describes the progression of students' understanding quality across five stages, starting from prestructural (no understanding), unistructural (understanding one aspect), multistructural (understanding several aspects separately), relational (connecting various aspects), to extended abstract (generalizing and applying understanding to new contexts)²⁴. This taxonomy is very much in line with the principles of deep learning, as it emphasizes the growth of understanding from shallow to deep and transformative.

By using these two taxonomies as a reference, teachers can design learning activities that not only focus on mastering information but also encourage students to think critically, reflect on their learning process, and connect and apply knowledge in a broader context. This makes learning more meaningful, conscious, and in line with the characteristics of deep learning.

At the implementation level, deep learning is an approach that emphasizes deep, reflective, and applicable understanding in real life. This approach is designed to create a learning environment that is mindful, meaningful, and joyful, by integrating intellectual, ethical, aesthetic, and kinesthetic aspects in a comprehensive and holistic manner²⁵. Conscious learning encourages students to become active learners who are able to regulate themselves, understand goals, and be intrinsically motivated. Meaningful learning guides students to apply knowledge

²¹ John Hattie, *Visible Learning: The Sequel: A Synthesis of over 2,100 Meta-Analyses Relating to Achievement* (Routledge, 2023).

²² Michael Fullan, Joanne Quinn, and Joanne McEachen, "Praise for Deep Learning: Engage the World Change the World" (Corwin. Ontario Principals Council. <https://doi.org/https://lccn.loc.gov...>, 2018), accessed June 11, 2025.

²³ Kayo Matsushita, ed., *Deep Active Learning* (Singapore: Springer Singapore, 2018), accessed May 31, 2025, <http://link.springer.com/10.1007/978-981-10-5660-4>.

²⁴ Li Qian, Fanglin Chen, and Ningjiang Chen, "On Deeper Learning Evaluation Model for College Students Based on SOLO Taxonomy," in *Proceedings of the 2024 SSEME Workshop on Social Sciences and Education (SSEME-SSE 2024)*, vol. 864 (Springer Nature, 2024), 28.

²⁵ Nugroho et al., *Deep Learning Dalam Pembelajaran Di Sekolah Dasar*.

in real-world contexts, rather than simply mastering content. A joyful learning environment fosters emotional engagement that strengthens understanding.

In addition, deep learning also encompasses other important principles such as knowledge connectivity, where students connect new information with previous experiences to deepen understanding; active engagement that encourages cognitive and emotional participation through exploratory and collaborative activities; and the development of critical and reflective thinking skills. Problem-based learning is also key, as it trains students to apply knowledge in solving real-world problems. Collaboration in groups further enriches the learning process by broadening perspectives and enhancing social skills. Equally important are constructive feedback, competency-based assessment, technology integration in learning, self-directed learning, and continuous evaluation, all of which enhance the effectiveness of this approach²⁶. These principles come together to create intrinsic motivation, where students are driven to learn because they feel the process is relevant, challenging, and beneficial to their lives.

In deep learning, the role of teachers has also undergone a transformation into three main functions: activator, collaborator, and culture builder. As activators, teachers encourage active student engagement by creating meaningful and challenging learning experiences. In the role of collaborator, teachers build partnerships with various parties within and outside the school to expand the scope and relevance of learning. Meanwhile, as culture builders, teachers foster a positive, reflective learning culture that supports character development and 21st-century competencies²⁷. This change in role places teachers as the main drivers in creating an inclusive, collaborative, and adaptive learning ecosystem that meets the needs of the times.

Arabic Language Learning in Madrasah

In the context of school subjects, Arabic language learning in madrasah aims to equip students with Arabic language skills, both as a means of communication in a global context and as a tool for understanding Islamic teachings from original sources. Therefore, the principles of Arabic language learning in madrasahs are communicative, contextual, and integrative. This means that learning is not only focused on cognitive aspects or knowledge alone, but also on developing skills and positive attitudes toward the Arabic language. The integration of language and religious context is a distinctive feature, as Arabic is the primary language of Islamic teachings²⁸. Therefore, Arabic Language Learning Outcomes are designed to support students' understanding of religious texts, including the Qur'an, Hadith, and classical Islamic texts.

In terms of structure and scope, Arabic Language Learning Outcomes are organized based on the developmental stages and educational levels of students, which include six phases. At the MI (Madrasah Ibtidaiyah) level, the main focus is on basic listening and speaking skills with an introduction to simple vocabulary and basic sentence structures. At the MTs (Madrasah Tsanawiyah) level, the four language skills are developed in a balanced manner with an emphasis on understanding simple texts and basic conversations. At the MA (Madrasah Aliyah) level, the focus is on the ability to read long texts and write simple to argumentative essays, so

²⁶ Zaka Hadikusuma Ramadan, Miranti Eka Putri, and Muhamad Nukman, *Pendekatan Pembelajaran Deep Learning Di Sekolah Dasar (Teori Dan Aplikasi)* (Greenbook Publisher, 2025), accessed June 14, 2025,

²⁷ Ulil Amri Mustaghfirin and Badrus Zaman, "Tinjauan Pendekatan Pembelajaran Mendalam Kemdikdasmen Perspektif Pendidikan Islam," *Journal of Instructional and Development Researches* 5, no. 1 (2025): 75–85.

²⁸ Hamzah Usaid Uzza, "Studi Komparasi Kurikulum 2013 Dan Kurikulum Merdeka Pada Mata Pelajaran Bahasa Arab Di Madrasah," *Jurnal Ilmu Tarbiyah* 2, no. 1 (2023): 91–108.

that students are prepared to understand scientific and classical Arabic literature²⁹. Each stage reflects an increase in complexity in mastering the four language skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). In addition, the achievements also include mastery of linguistic elements such as grammar (nahwu-sharf), vocabulary, and cultural aspects inherent in the Arabic language.

The characteristics of Arabic language subjects in madrasahs are oriented towards three aspects, namely linguistic competence, communication, and culture. Linguistic competence includes mastery of linguistic aspects such as phonology (sound), morphology (word form), syntax (sentence structure), semantics (meaning), and adequate vocabulary. The learning process is designed to ensure that students are able to master the Arabic language system comprehensively, both in terms of reception (receptive: listening and reading) and production (productive: speaking and writing). This ability is the main foundation for understanding and using Arabic correctly and meaningfully.

Meanwhile, the second competency emphasizes the use of language in real and functional contexts. Learning does not only emphasize rules, but also the context of their use in social and academic interactions. With a communicative approach, students are trained to use Arabic in various situations, such as expressing opinions, dialoguing, composing written messages, and understanding spoken messages or texts conveyed by others. Mastering communication is an important intermediate goal in developing students' life skills in a global and Islamic context.

The third competency acts as a bridge to introduce and understand Arab culture and Islamic culture more broadly. This is intended so that students not only understand language as a means of communication, but also as part of the value system, traditions, and worldview of Arab society. By familiarizing themselves with Arab culture, students are expected to develop tolerant attitudes, openness to differences, and cross-cultural awareness, which are important in shaping moderate and inclusive character. This integration also enriches students' understanding of Islamic teachings, most of which are in Arabic³⁰.

These three orientations are not rigidly separated, but rather integrated and mutually reinforcing in the implementation of learning. Arabic is taught not merely for memorization or curriculum fulfillment, but to encourage critical thinking skills, convey ideas, understand Islamic values, and interact in a multicultural life. With this holistic approach, Arabic language learning in madrasahs is expected to shape students who are knowledgeable, skilled in language, and have character in accordance with the Pancasila Student Profile and Rahmatan lil 'Alamin Student Profile.

Implementation of Deep Learning in Arabic Language Learning in Madrasahs

First, Madrasah's commitment to implementing deep learning. The role of madrasah policy is very important in implementing deep learning because it provides the structural foundation that enables pedagogical transformation at the classroom level. Based on interviews with Arabic language teachers at MTsN 1 Kota Bima, it was stated that the madrasah has established policies supporting this, such as issuing guidelines or mandates for teachers to attend training, developing learning guidelines, gradually providing ICT-based learning

²⁹ Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia, *Keputusan Direktur Jenderal Pendidikan Islam Nomor 3211 Tentang Capaian Pembelajaran Pendidikan Agama Islam Dan Bahasa Arab Kurikulum Merdeka Pada Madarasah*, June 14, 2022,

³⁰ Aifanisa Rahman and Rahmat Satria Dinata, "Analysis The Decision Of The Director General Of Islamic Education Number 3211 Of 2022: New Challenges In The Teaching Of Arabic Through The Merdeka Curriculum," in *Imam Bonjol International Conference on Islamic Education (IBICIE)*, 2024, 204–214, <https://ibicie.uinib.ac.id/index.php/ibicie/article/view/197>.

resources, and creating a supportive environment for Arabic language learning through the Boarding School program. This reflects the institutional commitment to creating a deep and meaningful learning ecosystem. This aligns with what Fullan and Langworthy have stated: educational transformation can only occur with systemic support from policy levels down to classroom practices. The madrasah's policies promoting training and pedagogical renewal are an essential component of learning transformation³¹. With this training, teachers are expected to not only understand the theoretical concepts of deep learning, but also be able to integrate them into classroom practice in a contextual manner in accordance with the characteristics of the students and the subjects they teach.

Through policies that prioritize teacher competency development and learning innovation, madrasahs not only encourage changes in teaching methods but also facilitate the growth of a collaborative, reflective, and contextual learning culture in line with the spirit of the deep learning approach. Thus, madrasah policies play a key role in bridging the idealism of deep learning with real classroom practice, particularly in shaping the character and holistic competencies of students.

Second, The Compatibility of Deep Learning Practices with the Merdeka Curriculum. From an implementation perspective, Arabic language teachers have stated that the experience of applying deep learning is not significantly different from the approach emphasized in the Merdeka Curriculum. Both emphasize the development of students' holistic competencies through meaningful, active, and contextual learning. This aligns with the academic framework of deep learning, which is positioned as a new approach rather than a new curriculum, aimed at accelerating improvements in the quality of education³². Therefore, the Merdeka Curriculum serves as a strategic framework for systematically implementing a deep learning approach, supported by flexible policies, the role of teachers as facilitators, and a collaborative and adaptive learning environment tailored to students' needs. As a result, the adaptation of deep learning within the context of the Merdeka Curriculum is not something foreign, but rather an integral part of the current national education paradigm.

Third, Implementation of Meaningful and Enjoyable Learning Strategies. The implementation of deep learning in Arabic language learning will require teachers to shift from merely teaching material to becoming active and reflective learning facilitators³³. Teachers need to develop learning strategies that encourage students to think critically about Arabic texts, analyze their linguistic structure, and relate them to broader meanings, such as moral values in the Qur'an or Hadith. This will make Arabic language learning a lively and applicable intellectual process.

This aligns with what Arabic language teachers have emphasized: in-depth learning in the classroom has been implemented through engaging approaches, such as icebreakers, quiz games, and the use of information and communication technology (ICT). Students not only understand vocabulary and grammar rules but also how to apply them in text analysis and communicative contexts in specific situations. Islamic values in the form of thoyyibah sentences are also internalized in existing materials such as greetings, hamdalah, basmalah, and

³¹ Michael Fullan, *The New Meaning of Educational Change* (Teachers college press, 2016).

³² Kementerian Pendidikan Dasar and Menengah Republik Indonesia, "Naskah Akademik Pembelajaran Mendalam Menuju Pendidikan Bermutu Untuk Semua," *Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Dasar dan Menengah Republik Indonesia* (2025).

³³ Nugroho et al., *Deep Learning Dalam Pembelajaran Di Sekolah Dasar*.

others. These activities not only increase student motivation but also create a conducive and interactive learning atmosphere.

In addition, this implementation is also in line with Howard Gardner's Multiple Intelligences theory, which states that teaching strategies involving a variety of activities, whether verbal, visual, or kinesthetic, can support diverse learning styles among students³⁴. In addition, the use of ICT is in line with the principles of 21st Century Learning, which can support students in mastering digital literacy and cross-media communication skills. This makes learning Arabic no longer seem rigid and boring.

Fourth, Contextualization and Collaboration in Arabic Language Learning. Based on information gathered from Arabic teachers, Arabic language teaching materials are also compiled contextually, i.e., tailored to the realities and daily lives of students both in the classroom and in their neighborhoods. Learning is also collaborative, as seen in discussion activities and group presentations related to discourse analysis and linguistic rules. Additionally, there is a project involving the creation of Arabic-language videos on themes such as introductions, family members, school and home environments, and tourist attractions, with students working in groups to produce videos directly at locations related to the discussion topics.

This approach demonstrates the application of authentic learning principles, which involve providing meaningful and relevant tasks and learning experiences that connect to the real world³⁵. Collaboration in project assignments also supports the development of 4C skills (Critical thinking, Communication, Collaboration, Creativity) as emphasized in 21st century learning³⁶. In addition, this collaborative approach reflects the role of teachers as culture builders and collaborators³⁷, namely creating a learning environment that supports cooperation and productive social interaction among students.

Challenges Faced by Arabic Teachers in Implementing Deep Learning

Although deep learning is not a new concept in the world of technology, its application in education may still be relatively new to some people. As a result, the implementation of this approach still faces various challenges, which can be summarized in the following aspects.

First, Limitations in Training and Understanding of Deep Learning Concepts. Based on statements made by Arabic teachers, one of the main challenges is the lack of comprehensive understanding of deep learning. Teachers are also unable to fully distinguish between deep learning and independent curriculum learning. One of the factors contributing to this is the lack of training that specifically addresses the concepts and implementation of deep learning, particularly in relation to Arabic language subjects. As a result, Arabic language teachers' understanding of deep learning remains limited, especially in developing learning materials that align with the principles of deep learning, such as meaningful learning objective planning, learning activity design, and authentic assessment.

This aligns with the theory of Pedagogical Content Knowledge (PCK), which emphasizes that teachers must not only master subject matter but also appropriate pedagogical methods to

³⁴ Inayah Inayah et al., "Penerapan Teori Multiple Intelligences Untuk Pembelajaran Bahasa Yang Lebih Efektif," *Sindoro: Cendikia Pendidikan* 14, no. 10 (2025): 11–20.

³⁵ Vijaya Letchumy Baskaran and Norazilawati Abdullah, "Authentic Learning Approach in Science Education," *Jurnal Pendidikan Sains Dan Matematik Malaysia* 12, no. 02 (2022): 54–64.

³⁶ Anggi Nurul Baity and Putri Kholidah Faiqoh, "Optimizing Arabic Learning for University Students through 4c Skills of 21st Century," *Kilmatuna: Journal Of Arabic Education* 2, no. 2 (2022): 281–292.

³⁷ Ramadan, Putri, and Nukman, *Pendekatan Pembelajaran Deep Learning Di Sekolah Dasar (Teori Dan Aplikasi)*.

transform content into something easily understood by students³⁸. Therefore, when teachers do not have adequate training, their pedagogical repertoire is limited, and this hinders the implementation of new approaches such as deep learning.

Second, Diversity in Student Backgrounds and Abilities. Based on statements from Arabic teachers when implementing deep learning, they also face challenges in terms of the diverse abilities of students, both in terms of educational background, academic ability, and interest in learning Arabic. Not all students have had Arabic lessons before because they come from elementary schools, not madrasas. In the context of deep learning, which requires active and in-depth student engagement, this diversity can become a barrier because not all students have the same level of readiness or learning speed.

This is supported by Vygotsky's theory of the Zone of Proximal Development (ZPD), which states that effective learning must consider the gap between students' current abilities and their potential, which can be achieved with assistance³⁹. That is why, in the reality of heterogeneous classrooms, teachers are required to design differentiated learning strategies so that all students can participate according to their respective capacities. However, this is difficult to do without adequate tools, time, and pedagogical competence.

Third, Time Constraints and Language Environment. In addition to these two issues, another challenge highlighted by Arabic teachers is the limited allocation of learning time, which is only 3 hours per week, which is not commensurate with the demands of in-depth learning that requires more time for exploration, discussion, reflection, and collaborative projects. In addition, an unrepresentative Arabic-speaking environment is also an obstacle in creating an authentic atmosphere that supports natural language acquisition. Only a few programs, such as boarding schools, are able to provide an environment that supports Arabic language learning.

This aligns with the theory of Contextual Learning, which states that learning is more effective when conducted in a relevant and meaningful context. On the other hand, the theory of Situated Learning also emphasizes that learning is a process of participation in a community of practice⁴⁰. In this case, the lack of a supportive environment, such as the absence of language practice rooms or Arabic language learning communities, reduces the effectiveness of in-depth learning approaches that require active and continuous involvement from students in real contexts. When students do not have access to a supportive practice environment, learning cannot take place authentically and deeply.

CONCLUSION

The concept of deep learning in the context of Arabic language learning refers to an approach that emphasizes deep, meaningful, and memorable understanding of language material. It is not about "memorization" alone, but rather how students understand, apply, and integrate Arabic in real-world contexts. The deep learning approach is necessary to produce

³⁸ Rifda Haniefa and Mohamad Samsudin, "Penerapan Technological Pedagogical and Content Knowledge (Tpck) Dalam Pengajaran Keterampilan Berbahasa Arab," *Ta'limi/ Journal of Arabic Education and Arabic Studies* 2, no. 1 (2023): 61–72.

³⁹ Dian Masrura, Agung Setiyawan, and Khairuddin Bangun, "Pengkajian Pengembangan Bahasa Anak Dengan Pendekatan Teori Vygotsky Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 9, no. 2 (2024): 313–324.

⁴⁰ Ian Parker Renga, "Situated Learning Within Practice, Culture, and Community: Jean Lave's Political Project," in *The Palgrave Handbook of Educational Thinkers*, ed. Brett A. Geier (Cham: Springer International Publishing, 2022), 1–17, accessed June 24, 2025, https://link.springer.com/10.1007/978-3-030-81037-5_216-1.

madrasah graduates who are not only religiously literate but also conceptually intelligent. In today's digital and global era, critical and deep thinking skills are essential, including in understanding complex and dynamic religious teachings. Therefore, the deep learning approach is highly suitable for driving the transformation of Arabic language learning in madrasahs to make it more relevant, meaningful, and contextual to the challenges of the times. Furthermore, with this approach, students are expected to develop more communicative and functional Arabic language skills. They will not only be able to read and translate texts but also engage in dialogue, write, and express ideas in Arabic effectively. The deep learning approach also allows for cross-disciplinary integration, where Arabic can be linked to other subjects so that students gain a holistic understanding.

The implementation of deep learning in Arabic language learning will require teachers to shift from being mere instructors of material to active and reflective learning facilitators. Teachers need to develop learning strategies that encourage students to think critically about Arabic texts, analyze their linguistic structure, and relate them to broader meanings, such as moral values in the Qur'an or Hadith. This will make Arabic language learning no longer seem rigid and boring, but rather a lively and practical intellectual process. The challenges of implementing deep learning in Arabic language subjects in madrasahs stem from internal limitations (teacher and student readiness) and external limitations (system and learning environment support). Therefore, comprehensive policy interventions are needed, including training, teaching tool development, and infrastructure and learning environment support, so that the deep learning approach can be implemented optimally.

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