
**IMPLEMENTATION OF DEEP LEARNING CURRICULUM IN
DEVELOPING STUDENTS' SPIRITUAL AND MORAL ABILITIES**

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Abstract: *This study aims to examine the implementation of a deep learning curriculum in developing students' spiritual and moral abilities. The deep learning curriculum emphasizes meaningful learning that encourages deep understanding, reflection, and the integration of knowledge, attitudes, and life values. This research employed a qualitative approach using a case study design at an educational institution that has implemented the deep learning curriculum in its teaching and learning process. Data were collected through classroom observations, interviews with teachers and students, and analysis of instructional documents. The findings indicate that the implementation of the deep learning curriculum contributes positively to the enhancement of students' spiritual awareness through reflective activities, contextual learning, and the internalization of moral values across subjects. Furthermore, students demonstrated improved moral behaviors, such as honesty, responsibility, empathy, and discipline in their daily lives. However, several challenges were identified, including limited teachers' understanding of deep learning concepts and students' readiness for reflective learning activities. Therefore, continuous professional development for teachers and strong institutional support are essential to optimize the implementation of a deep learning curriculum in fostering students' spiritual and moral development.*

Keywords: Deep Learning Curriculum, Spiritual Development, Moral Development, Character Education, Students' Values, Educational Implementation

Abstrak: *Penelitian ini bertujuan untuk mengkaji penerapan kurikulum pembelajaran mendalam dalam mengembangkan kemampuan spiritual dan moral siswa. Kurikulum pembelajaran mendalam menekankan pembelajaran bermakna yang mendorong pemahaman mendalam, refleksi, dan integrasi pengetahuan, sikap, dan nilai-nilai kehidupan. Penelitian ini menggunakan pendekatan kualitatif menggunakan desain studi kasus di*

lembaga pendidikan yang telah menerapkan kurikulum pembelajaran mendalam dalam proses belajar mengajar. Data dikumpulkan melalui observasi kelas, wawancara dengan guru dan siswa, dan analisis dokumen instruksional. Temuan tersebut menunjukkan bahwa implementasi kurikulum pembelajaran mendalam berkontribusi positif terhadap peningkatan kesadaran spiritual siswa melalui kegiatan reflektif, pembelajaran kontekstual, dan internalisasi nilai-nilai moral lintas mata pelajaran. Selanjutnya, siswa menunjukkan perilaku moral yang lebih baik, seperti kejujuran, tanggung jawab, empati, dan disiplin dalam kehidupan sehari-hari. Namun, beberapa tantangan diidentifikasi, antara lain terbatasnya pemahaman guru tentang konsep pembelajaran mendalam dan kesiapan siswa untuk kegiatan pembelajaran reflektif. Oleh karena itu, pengembangan profesional yang berkelanjutan bagi guru dan dukungan kelembagaan yang kuat sangat penting untuk mengoptimalkan implementasi kurikulum pembelajaran mendalam dalam mendorong perkembangan spiritual dan moral siswa.

Kata Kunci: Kurikulum Deep Learning, Pengembangan Spiritual, Pengembangan Moral, Pendidikan Karakter, Nilai-nilai Siswa, Implementasi Pendidikan

INTRODUCTION

Education plays a crucial role not only in developing students' cognitive abilities but also in shaping their spiritual and moral character. In the era of rapid technological advancement and globalization, educational institutions are increasingly challenged to produce learners who are intellectually competent while also possessing strong moral values and spiritual awareness (Ningsih et al., 2022). However, many contemporary educational practices still emphasize academic achievement and content mastery, often neglecting the holistic development of students' character, ethics, and spirituality.

In response to these challenges, the deep learning curriculum has emerged as an educational approach that promotes meaningful and reflective learning. Deep learning emphasizes students' active engagement, critical thinking, and the integration of knowledge with real-life experiences. Through inquiry-based learning, reflection, and value-oriented activities, deep learning encourages students to internalize moral and spiritual values rather than merely memorizing information (Rahardjanto et al., 2024). As a result, this approach is considered effective in fostering character education and developing students' moral and spiritual abilities.

Spiritual and moral development is a fundamental component of character education, as it influences students' attitudes, behaviors, and decision-making processes. Spiritual abilities involve self-awareness, a sense of purpose, and the internalization of transcendent values, while moral abilities are reflected in ethical behavior, responsibility, honesty, empathy, and respect for others. Schools are expected to create learning environments that support the cultivation of these values through structured curricula and meaningful learning experiences (Hartini et al., 2025).

Despite the potential benefits of the deep learning curriculum, its implementation in developing students' spiritual and moral abilities remains underexplored, particularly in formal educational settings. Many teachers face challenges in understanding deep learning concepts and translating them into practical classroom strategies that integrate moral and spiritual values ([Nurhayati & Tri, n.d.](#)). Therefore, empirical research is needed to examine how the deep learning curriculum is implemented and how it contributes to students' spiritual and moral development.

Based on these considerations, this study aims to investigate the implementation of the deep learning curriculum in developing students' spiritual and moral abilities ([Hartini et al., 2025](#)). The findings of this study are expected to provide insights for educators, curriculum developers, and policymakers in designing learning strategies that support holistic education and character formation.

Education is a fundamental process aimed not only at developing students' intellectual capacities but also at nurturing their spiritual and moral character. In secondary education, students experience a critical developmental stage in which values, beliefs, and ethical orientations are formed and internalized ([Nurhayati & Tri, n.d.](#)). However, contemporary educational practices often prioritize academic achievement and standardized test performance, while spiritual and moral development receives less systematic attention (Rahardjanto et al., 2024). This imbalance has raised concerns about students' declining moral awareness, discipline, empathy, and sense of responsibility in both school and social environments.

To address these challenges, educational reforms increasingly emphasize holistic learning approaches that integrate cognitive, affective, and moral dimensions. One such approach is the deep learning curriculum. Deep learning focuses on meaningful learning experiences that encourage critical thinking, reflection, problem-solving, and the application of knowledge in real-life contexts ([Jombang, 2026](#)). Unlike surface learning, which emphasizes memorization, deep learning enables students to construct understanding, connect learning to personal values, and internalize ethical principles.

From a theoretical perspective, deep learning is closely aligned with constructivist learning theory, which views learners as active participants in the learning process ([Feri et al., 2025](#)). Through inquiry-based activities, collaborative learning, and reflective practices, students are encouraged to explore moral dilemmas, examine personal beliefs, and develop spiritual awareness. These learning experiences create opportunities for students to internalize moral values such as honesty, responsibility, empathy, and respect for others. Therefore, deep learning has strong potential to support character education and moral development in secondary schools.

Spiritual and moral abilities are essential components of students' character formation. Spiritual development refers to students' awareness of meaning, purpose, and values that guide their behavior, while moral development involves the ability to distinguish right from wrong and act ethically in various situations ([Learning, 2025](#)). Schools play a strategic role in facilitating this development by embedding moral and spiritual values within the curriculum, teaching strategies, and school culture. When learning activities are designed to encourage reflection

and value-based decision-making, students are more likely to demonstrate positive moral behavior in their daily lives.

Despite its theoretical relevance, the implementation of a deep learning curriculum in developing students' spiritual and moral abilities remains limited and under-researched, particularly at the secondary school level. Many educators still face difficulties in translating deep learning concepts into classroom practices that explicitly integrate spiritual and moral values ([Nirmala & Elango, 2024](#)). In addition, variations in teachers' pedagogical competence and institutional support may affect the effectiveness of curriculum implementation.

Therefore, this study aims to investigate the implementation of the deep learning curriculum in developing students' spiritual and moral abilities in secondary education. By examining instructional practices, learning activities, and perceived outcomes, this research seeks to provide empirical evidence on how deep learning contributes to students' holistic development. The findings are expected to offer practical implications for teachers, curriculum developers, and educational policymakers in strengthening character education through meaningful and value-oriented learning.

LITERATURE REVIEW

1. Deep Learning Curriculum in Education

Deep learning in education refers to a learning approach that emphasizes meaningful understanding, critical thinking, problem-solving, and the ability to apply knowledge in authentic contexts ([Putri, 2024](#)). Unlike surface learning, which focuses on memorization and passive reception of information, deep learning encourages students to actively construct knowledge through inquiry, reflection, and collaboration ([Bermakna & Menyenangkan, n.d.](#)). Fullan, Quinn, and McEachen (2018) describe deep learning as a process that develops students' competencies in thinking critically, working collaboratively, communicating effectively, and developing character.

The deep learning curriculum integrates instructional strategies such as project-based learning, inquiry-based learning, reflective activities, and real-world problem solving ([Mi, 2025](#)). These strategies enable students to connect academic content with personal experiences and social values, fostering holistic learning. In this context, curriculum design plays a crucial role in embedding values, ethics, and character education within learning objectives, content, and assessment ([Inclusive Technology, n.d.](#)).

2. Spiritual Development in Education

Spiritual development in education involves nurturing students' awareness of meaning, purpose, and values that guide their attitudes and behaviors. It is not limited to religious instruction but includes self-reflection, moral awareness, and the development of inner values such as integrity, gratitude, and compassion ([Hikmayana et al., 2026](#)). Spiritual education supports students in understanding themselves and their relationship with others, society, and transcendent values.

Previous studies suggest that learning environments that promote reflection, dialogue, and value exploration contribute significantly to students' spiritual growth ([Arina & Herlambang, 2025](#)). Deep learning activities, such as reflective journals and ethical discussions, provide opportunities for students

to internalize spiritual values through meaningful learning experiences. Therefore, spiritual development is closely linked to learning approaches that emphasize reflection and personal meaning-making.

3. Moral Development and Character Education

Moral development refers to the process through which individuals develop ethical reasoning, moral judgment, and moral behavior. Kohlberg's (1984) theory of moral development emphasizes the role of cognitive and social interaction in shaping moral reasoning, while ([Munfiatik, 2023](#)) highlights the importance of moral knowing, moral feeling, and moral action in character education. Schools serve as key social institutions responsible for facilitating students' moral growth through curriculum, teaching practices, and school culture.

Character education aims to cultivate core moral values such as honesty, responsibility, respect, empathy, and discipline. Research indicates that moral development is most effective when values are integrated into everyday learning activities rather than taught as separate subjects ([El et al., 2025](#)). Deep learning supports moral development by engaging students in problem-solving activities that involve ethical decision-making, collaboration, and reflection on moral dilemmas.

4. Relationship Between Deep Learning and Spiritual Moral Development

Several studies have highlighted the positive relationship between deep learning approaches and students' spiritual and moral development. Deep learning encourages students to reflect on their learning experiences, examine personal values, and apply ethical principles in real-life situations ([Bajuri et al., 2021](#)). Through collaborative and inquiry-based learning, students are exposed to diverse perspectives, fostering empathy, respect, and moral sensitivity.

Empirical research shows that schools implementing deep learning frameworks demonstrate improvements in students' character, social responsibility, and ethical behavior ([Arina & Isyanto, 2025](#)). However, the effectiveness of deep learning in developing spiritual and moral abilities depends on teachers' pedagogical competence, curriculum alignment, and institutional support. Therefore, further research is needed to explore how deep learning curricula are implemented in practice and how they influence students' spiritual and moral development, particularly in secondary education contexts.

METHOD

Research Design

This study employed a qualitative research approach with a case study design. The qualitative method was selected to obtain an in-depth understanding of how the deep learning curriculum is implemented in educational practice and how it contributes to the development of students' spiritual and moral abilities. A case study design allows the researcher to explore real-life instructional processes, interactions, and contextual factors within a specific educational setting.

Research Setting

The research was conducted at a secondary school that has implemented a deep learning curriculum as part of its instructional framework. The school was

selected purposively based on its commitment to student-centered learning and character education integration within the curriculum.

Participants

Participants in this study included school principals, teachers, and students. Purposive sampling was used to select participants who were directly involved in the implementation of the deep learning curriculum. Teachers were chosen based on their experience in applying deep learning strategies in the classroom, while students were selected to represent diverse academic performance and behavioral characteristics. The principal was included to provide institutional and policy perspectives related to curriculum implementation.

Data Collection Techniques

Data were collected using multiple techniques to ensure data triangulation ([Islam & Agung, n.d.](#)):

1. Classroom Observations

Classroom observations were conducted to examine teaching strategies, student engagement, learning activities, and the integration of spiritual and moral values in deep learning practices. Observations focused on inquiry-based learning, reflective activities, collaboration, and ethical discussions.

2. Semi-Structured Interviews

Semi-structured interviews were conducted with teachers, students, and the school principal. The interviews explored participants' perceptions of deep learning implementation, its influence on students' spiritual and moral development, and challenges encountered during the teaching and learning process.

3. Document Analysis

Document analysis was used to review lesson plans, curriculum documents, learning modules, and assessment instruments. This analysis aimed to identify the alignment between deep learning principles and the inclusion of spiritual and moral values within instructional planning and evaluation.

Data Analysis

The collected data were analyzed using thematic analysis. The analysis process involved data reduction, coding, categorization, and interpretation (Poerwanti, 2021). Data from observations, interviews, and documents were compared and integrated to identify recurring themes related to curriculum implementation, spiritual development, moral development, and implementation challenges.

Trustworthiness of the Study

To ensure the trustworthiness of the research findings, several strategies were employed, including data triangulation, member checking, and peer debriefing. Triangulation was achieved by comparing data from different sources and methods, while member checking was conducted by confirming interview interpretations with participants to enhance credibility.

Ethical Considerations

Ethical principles were carefully observed throughout the research process. Participants were informed about the purpose of the study, and their voluntary participation was ensured. Confidentiality and anonymity were maintained by

using pseudonyms and protecting participants' identities. Informed consent was obtained from all participants prior to data collection.

RESULT AND DISCUSSION

Deep Learning Curriculum in Education

The findings of this study indicate that the implementation of the deep learning curriculum in secondary education was carried out through student-centered instructional strategies that emphasized meaningful learning experiences. Classroom observations revealed that teachers consistently applied inquiry-based learning, project-based learning, and collaborative activities to engage students actively in the learning process ([Jafar, 2025](#)). These strategies encouraged students to explore concepts deeply, connect learning materials to real-life situations, and reflect on the values embedded in each lesson.

The results also show that lesson plans and instructional documents were aligned with deep learning principles. Teachers designed learning objectives that integrated cognitive skills with character development, including spiritual reflection and moral reasoning. Learning activities frequently included reflective discussions, problem-solving tasks, and group projects that required students to demonstrate responsibility, cooperation, and ethical decision-making ([Darwis Hude et al., 2020](#)). Document analysis confirmed that assessments were not limited to academic outcomes but also considered students' attitudes and behaviors during learning activities.

Furthermore, interviews with teachers and students indicated that the deep learning curriculum promoted higher student engagement and motivation ([Nur'aini, 2023](#)). Students reported that learning activities were more meaningful and relevant to their daily lives, allowing them to better understand moral values and apply them in real situations. Teachers observed positive changes in students' learning attitudes, such as increased curiosity, active participation, and openness to diverse perspectives. These findings suggest that deep learning creates a supportive learning environment for holistic student development ([Nur et al., 2025](#)).

However, the results also revealed several challenges in implementing the deep learning curriculum. Some teachers experienced difficulties in designing learning activities that effectively integrated deep learning principles with spiritual and moral values. Time constraints and limited professional training were identified as major obstacles, affecting the consistency of implementation across different subjects.

The findings of this study support previous research indicating that deep learning fosters meaningful and holistic education by engaging students cognitively, emotionally, and morally ([Nur'aini, 2022](#)). The use of inquiry-based and project-based learning aligns with constructivist learning theory, which emphasizes active knowledge construction through experience and reflection (Suseno, 2020). By connecting academic content with real-life contexts, the deep learning curriculum enables students to internalize values rather than merely acquiring information.

The integration of spiritual and moral values within deep learning activities reflects the principles of character education, where values are embedded in everyday learning experiences ([Nurhijatina et al., 2024](#)). Reflective discussions

and collaborative tasks observed in this study provided opportunities for students to develop empathy, responsibility, and ethical awareness. This finding is consistent ([Chrismastianto et al., 2022](#)), who argue that moral development is most effective when students actively engage in value-based problem solving.

Despite these positive outcomes, the challenges identified in this study highlight the importance of teacher readiness and institutional support in implementing deep learning curricula. Limited understanding of deep learning concepts and insufficient training can hinder effective curriculum integration, as also noted by ([Marjuni, 2022](#)). Therefore, continuous professional development and curriculum support systems are essential to ensure the sustainability and effectiveness of deep learning practices.

Overall, the results demonstrate that the deep learning curriculum plays a significant role in enhancing the quality of education by promoting meaningful learning and character development. When implemented effectively, deep learning not only improves students' academic engagement but also contributes to their spiritual and moral growth, supporting the goals of holistic education.

Spiritual Development in Education

The findings of this study reveal that the implementation of the deep learning curriculum contributes positively to students' spiritual development in secondary education. Classroom observations indicated that teachers intentionally integrated reflective activities into the learning process, such as self-reflection sessions, value-based discussions, and contextual learning tasks that encouraged students to contemplate the meaning and purpose of their learning ([Malihah & Fauzan, 2024](#)). These activities allowed students to connect academic content with personal values and life experiences.

Interview data showed that students demonstrated increased spiritual awareness, including a deeper sense of self-understanding, gratitude, and responsibility toward others. Many students reported that learning activities encouraged them to reflect on their attitudes and behaviors, both inside and outside the classroom ([Received et al., 2024](#)). Teachers also observed that students became more respectful, reflective, and mindful in their interactions, indicating positive changes in students' spiritual attitudes.

Document analysis further confirmed that spiritual values were embedded within lesson plans and learning objectives. Teachers incorporated reflective questions and moral considerations into instructional materials, enabling students to internalize spiritual values through meaningful learning experiences. Assessment practices also included observation of students' reflective responses and attitudes, highlighting the importance of spiritual development alongside academic achievement ([Rahardjanto et al., 2024](#)).

However, the results also identified several challenges in fostering spiritual development through deep learning. Some teachers reported difficulties in facilitating reflective discussions effectively, particularly in classes with diverse student backgrounds. In addition, limited instructional time constrained the depth of spiritual reflection during learning activities.

The findings of this study align with existing literature that emphasizes the role of reflective and meaningful learning in supporting students' spiritual development ([Feri et al., 2025](#)). Deep learning encourages students to engage in

self-reflection and meaning-making processes, which are essential components of spiritual growth. By connecting learning content with real-life values, students are able to develop a stronger sense of purpose and inner awareness.

The integration of spiritual development within the deep learning curriculum reflects constructivist learning principles, where students actively construct meaning through experience and reflection ([Putri, 2024](#)). Reflective activities observed in this study provided students with opportunities to examine their beliefs and values, fostering spiritual awareness in a natural and supportive learning environment.

Nevertheless, the challenges identified highlight the need for enhanced teacher competence in facilitating spiritual reflection. As noted by Darling-Hammond et al. ([Inclusive Technology, n.d. 2020](#)), effective implementation of holistic learning approaches requires teachers to possess both pedagogical skills and value-oriented teaching strategies. Professional development programs focusing on reflective pedagogy and spiritual education are therefore essential.

Overall, the results indicate that the deep learning curriculum plays a significant role in promoting students' spiritual development. When implemented thoughtfully, deep learning creates meaningful learning experiences that nurture students' inner values, self-awareness, and sense of purpose, contributing to holistic education and character formation.

Moral Development and Character Education

The findings indicate that the implementation of the deep learning curriculum significantly supports students' moral development and character education in secondary school settings ([Hikmayana et al., 2026](#)). Classroom observations showed that teachers embedded moral and ethical considerations into learning activities, such as collaborative problem-solving tasks, group discussions, and real-life case studies that required students to make ethical decisions ([Arina & Herlambang, 2025](#)). These activities encouraged students to practice honesty, responsibility, empathy, and respect for others.

Interviews with students revealed that they became more aware of the consequences of their actions and the importance of ethical behavior. Many students reported that working on collaborative projects helped them understand different perspectives, resolve conflicts amicably, and develop a sense of fairness. Teachers also noted that students increasingly demonstrated accountability in group tasks and respect for classroom rules, indicating observable growth in moral behavior.

Document analysis confirmed that lesson plans, learning objectives, and assessment rubrics included moral and character-related indicators ([Munfiatik, 2023](#)). For example, teachers evaluated students not only on cognitive achievement but also on cooperation, integrity, and ethical decision-making. This integration of moral education into academic learning reflects a deliberate effort to promote character formation through the deep learning curriculum.

Challenges identified during the study included varying levels of students' prior moral awareness and teachers' limited experience in facilitating value-based discussions ([Bajuri et al., 2021](#)). Some teachers expressed difficulty in assessing moral development objectively, which sometimes led to inconsistent evaluation practices across different subjects.

These findings are consistent with prior research emphasizing the effectiveness of deep learning in fostering moral development and character education (Jafar, 2025). By engaging students in inquiry, reflection, and collaborative problem-solving, the deep learning curriculum provides authentic opportunities for students to practice ethical behavior in context (Arina & Isyanto, 2025). This approach aligns with Kohlberg's (1984) theory of moral development, which highlights the role of social interaction and cognitive reasoning in shaping ethical judgment (Anwar et al., 2024).

The integration of character education within academic lessons demonstrates that moral development can occur alongside cognitive learning when values are embedded in meaningful learning experiences. Deep learning encourages students to internalize moral principles rather than simply following rules, fostering ethical thinking, empathy, and responsible decision-making.

Despite these positive outcomes, the challenges observed underscore the importance of teacher preparedness and structured guidance in moral education. Professional development and training in character education strategies are essential to enhance teachers' ability to facilitate discussions, model ethical behavior, and assess moral development consistently (Feri et al., 2025).

Overall, the study demonstrates that the deep learning curriculum effectively supports students' moral and character development. By integrating ethical considerations into meaningful learning activities, schools can cultivate students' moral reasoning, social responsibility, and positive behaviors, contributing to holistic education and the formation of well-rounded individuals.

Relationship Between Deep Learning and Spiritual Moral Development

The findings of this study reveal a strong relationship between the implementation of the deep learning curriculum and the development of students' spiritual and moral abilities. Observations, interviews, and document analysis consistently showed that deep learning strategies such as reflective exercises, collaborative projects, inquiry-based activities, and real-life problem-solving tasks serve as effective mechanisms for fostering both spiritual awareness and moral reasoning.

Classroom observations indicated that when students engaged in reflective activities, such as journaling or ethical discussions, they demonstrated increased self-awareness, empathy, and responsibility. Students were able to connect learning content to personal and social values, indicating that deep learning facilitated meaningful internalization of moral and spiritual principles. Interviews confirmed that students recognized the relevance of these activities in shaping their attitudes, ethical choices, and understanding of purpose in life.

Teachers also reported that integrating spiritual and moral values into deep learning activities led to more engaged and conscientious learners. Students showed heightened ethical sensitivity, cooperative behavior, and respect for diverse perspectives, suggesting that moral and spiritual growth occurred simultaneously with academic learning. Document analysis further supported these findings by showing that lesson plans explicitly combined deep learning objectives with character and value development indicators.

Challenges were noted, including variations in teachers' understanding of how to effectively integrate spiritual and moral content into deep learning

activities, as well as time constraints that limited the depth of reflection in some lessons. Nevertheless, the overall pattern indicated that deep learning positively correlates with the development of students' spiritual and moral abilities.

These results align with prior research highlighting the synergistic effect of deep learning on holistic development ([Nurhijatina et al., 2024](#)). Deep learning engages students cognitively, socially, and emotionally, creating opportunities for the internalization of ethical and spiritual values. Reflective and inquiry-based practices, in particular, allow students to examine personal beliefs, ethical dilemmas, and moral consequences in real-life contexts, which is essential for character formation ([Darwis Hude et al., 2020](#)).

The integration of spiritual and moral development within deep learning reflects constructivist principles, where students actively construct knowledge and meaning through interaction and reflection ([Nur et al., 2025](#)). By embedding value-based objectives in learning activities, educators help students link academic content with ethical reasoning, empathy, and personal purpose. This dual focus on cognition and character promotes holistic education and prepares students to navigate complex social and moral situations effectively ([Sholihul Anwar et al., 2025](#)).

Although challenges such as teacher readiness and limited instructional time were identified, the study demonstrates that the deep learning curriculum serves as an effective framework for nurturing both spiritual and moral growth. The findings suggest that schools seeking to enhance students' character and ethical awareness can benefit from implementing deep learning strategies that combine meaningful learning with value-oriented education.

CONCLUSION

Based on the findings and discussions of this study, several conclusions can be drawn regarding the implementation of the deep learning curriculum in developing students' spiritual and moral abilities: Implementation of Deep Learning Curriculum: The deep learning curriculum in secondary education is implemented through student-centered and meaningful learning strategies, such as inquiry-based learning, project-based learning, collaborative activities, and reflective exercises. These strategies actively engage students in constructing knowledge, connecting learning to real-life experiences, and internalizing values. Lesson plans and instructional documents are aligned with deep learning principles, integrating cognitive, spiritual, and moral objectives. Spiritual Development The deep learning curriculum contributes significantly to students' spiritual development. Reflective activities, value-based discussions, and contextual learning tasks encourage students to develop self-awareness, a sense of purpose, gratitude, and ethical attitudes. Students demonstrate increased mindfulness, respect, and responsibility, indicating that spiritual awareness is effectively nurtured through deep learning practices.

Moral Development and Character Education Deep learning also enhances students' moral development and character education. Through collaborative problem-solving, ethical decision-making tasks, and real-life applications, students practice honesty, empathy, responsibility, and respect for others. Integration of moral values into lesson objectives and assessments ensures that character development is embedded in everyday learning experiences. Relationship Between

Deep Learning and Spiritual–Moral Development There is a strong positive relationship between deep learning strategies and the development of students' spiritual and moral abilities. Activities that encourage reflection, inquiry, and collaboration simultaneously foster cognitive understanding and value internalization. Deep learning provides a holistic framework where academic learning and character formation are mutually reinforced. Challenges and Implications Despite positive outcomes, challenges exist, including teachers' limited understanding of integrating deep learning with spiritual and moral education, time constraints, and difficulties in assessing value-based outcomes. These challenges highlight the need for continuous professional development, structured curriculum guidance, and institutional support to optimize the implementation of deep learning for holistic student development. Overall, the study concludes that the deep learning curriculum is an effective educational approach for fostering both cognitive competencies and the spiritual–moral growth of students. When implemented thoughtfully, it promotes meaningful learning, ethical reasoning, and holistic character formation, contributing to the development of well-rounded, responsible, and reflective individuals.

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AUTHOR'S CONTRIBUTION

All authors contributed equally to the publication of this paper, and all authors read and approved this paper, and all authors declare no conflict of interest.

CONFLICT OF INTEREST

All authors state that there is no conflict of interest.

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