



# Digital Media-Based Tarikh Learning through a Deep Learning Approach: A Case Study at SMP Muhammadiyah 1 Madiun

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## **A B S T R A K**

This study aims to describe and analyze the implementation of digital media-based Tarikh learning with a deep learning approach at SMP Muhammadiyah 1 Madiun. The research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, and documentation involving two Year 8 students, a Tarikh teacher, and the vice-principal for curriculum. The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing or verification, while data validity was ensured through source triangulation, technique triangulation, and member checking. The findings show that Tarikh learning was innovated through the use of instructional videos, interactive PowerPoint presentations, infographics, visual chronology, and digital storytelling. These media helped students understand Islamic historical events more concretely, increased their engagement, and encouraged discussion and value reflection. The teacher played a central role as a facilitator and innovator by guiding students to analyze moral messages, reflect on prophetic values, and connect Tarikh materials with daily life. School support through curriculum flexibility, learning facilities, and digital learning encouragement also strengthened implementation. The deep learning approach contributed to students' conceptual, reflective, and applicative understanding, particularly in interpreting values such as honesty, courage, patience, responsibility, and prophetic exemplarity. This study concludes that digital media-based Tarikh learning with a deep learning approach can become an adaptive and meaningful model for Islamic Religious Education in the digital era.

## **INTRODUCTION**

Tarikh learning in Islamic Religious Education has a strategic role in helping students understand Islamic history, internalize prophetic values, and develop moral and spiritual awareness (Masruri & Andika, 2024; Rahayu et al., 2022). Tarikh is not merely a subject that presents chronological narratives of Islamic historical events, but also a medium for transmitting exemplary values from the life of Prophet Muhammad, the companions, and the development of Islamic civilization (Cahyaningsih & Rossidy, 2024). Through Tarikh learning, students are expected to understand historical events, identify moral messages, reflect on Islamic values, and apply those values in daily life (Rahayu et al., 2022). Therefore, Tarikh learning should not only emphasize memorization of dates, figures, and events, but also encourage students to think critically, reflectively, and applicatively (Qin, 2023; Song et al., 2022).

However, Tarikh learning in schools is often still dominated by conventional methods, especially lectures and textual storytelling. Learning tends to be teacher-centered, while students are



positioned as passive recipients of information. This condition causes Tarikh learning to be less attractive for students, especially for the digital generation that is accustomed to visual, interactive, and technology-based learning environments. Traditional learning patterns that rely heavily on lectures are often criticized because they limit student participation and reduce opportunities for critical engagement with the material (Budiawan et al., 2023; Sidqi & Auliya, 2021). As a result, students may know Islamic historical events but may not fully understand the moral, social, and spiritual values contained in those events (Rahayu et al., 2022).

The development of digital technology provides opportunities to transform Tarikh learning into a more interactive, contextual, and meaningful learning process. Digital media such as instructional videos, interactive presentations, infographics, digital storytelling, educational games, and visual chronology platforms can help students understand historical events more concretely (Afrilia et al., 2022; Watson & Campbell, 2024). Digital media also enables teachers to present abstract historical narratives in more visual and engaging forms. In the context of Islamic Religious Education, digital media can serve not only as a tool for delivering information, but also as a medium for value reflection, moral discussion, and contextual understanding of Islamic teachings (Masruri & Andika, 2024).

Several previous studies have shown that digital media can increase students' motivation, engagement, and understanding in learning. Video-based learning media, for example, has been reported to strengthen students' comprehension because it provides visual and narrative support that is more attractive than conventional explanation (Afrilia et al., 2022). Digital-based history learning has also been found to improve students' interest and learning outcomes (Ahya Sofia Balqis et al., 2023). Other studies highlight the potential of gamification, augmented reality, and virtual reality to increase motivation and provide immersive learning experiences (Dahalan et al., 2023; Nafi'ah & Djono, 2023). In this sense, digital media such as videos, interactive platforms, augmented reality, and digital storytelling can make history and religious education more engaging and meaningful (Al-Ameen et al., 2022; Nafi'ah & Djono, 2023).

Nevertheless, the use of digital media alone is not sufficient if learning remains focused only on content delivery. Tarikh learning requires an approach that enables students to interpret historical events, reflect on Islamic values, and apply moral messages in real life. In this context, a **deep learning approach** becomes relevant. Deep learning in education emphasizes meaningful understanding, critical reasoning, reflection, collaboration, and the transfer of knowledge into real-life contexts (Qin, 2023; Rahayu et al., 2022). Through this approach, students are not only encouraged to remember historical facts, but also to analyze the meaning of events, evaluate moral values, and connect prophetic examples with their own behavior (Song et al., 2022).

The integration of digital media and deep learning is particularly relevant for Tarikh learning because Islamic historical materials contain rich moral and spiritual lessons. Digital media can help visualize historical events, while deep learning can guide students to interpret values behind those events. For example, videos about the Prophet's struggle in Makkah can help students understand historical context, while reflective discussion can guide them to identify values such as patience, courage, honesty, and responsibility (Rahayu et al., 2022). Similarly, digital storytelling and infographics can help students understand the chronology of hijrah, while reflective assignments can help them connect the event with contemporary life (Watson & Campbell, 2024).

SMP Muhammadiyah 1 Madiun provides an important context for examining this learning innovation. The school has implemented digital learning in Islamic Religious Education, particularly in Tarikh materials, by using media such as interactive videos, digital storytelling, PowerPoint presentations, and visual historical chronology. Digital learning innovation in Islamic education requires not only classroom experimentation but also institutional readiness, including supportive

curriculum policy and digital infrastructure (Ardiansyah et al., 2020; Purnasari & Sadewo, 2021). In such a context, digital media can function not merely as content delivery tools, but also as catalysts for discussion and value reflection, enabling students to become more enthusiastic, active in responding to questions, and able to connect Islamic historical values with everyday realities (Masruri & Andika, 2024; Rahayu et al., 2022).

Although digital media has been widely discussed in educational research, many studies still focus mainly on increasing motivation, visual attractiveness, and learning outcomes. Studies that specifically examine digital media-based Tarikh learning through a deep learning approach remain limited. In particular, there is still a lack of research that explores how digital media supports students' critical thinking, reflective understanding, and application of Islamic historical values in daily life. This creates a research gap, especially in the context of Islamic Religious Education at the junior secondary school level (Rahayu et al., 2022; Song et al., 2022).

The urgency of this study lies in the need to develop Tarikh learning that is adaptive to the digital generation while remaining rooted in Islamic values. Students today are highly familiar with digital technology, but they still need guidance to use technology meaningfully, ethically, and reflectively (Anggraeni & Manik, 2023; Arlina et al., 2023). Tarikh learning should therefore be designed not only to be visually attractive, but also to strengthen students' moral reasoning, spiritual awareness, and Islamic character. The integration of digital media and deep learning can become a strategic alternative to overcome the limitations of conventional Tarikh learning and to create a more participatory and meaningful learning experience (Masruri & Andika, 2024; Rahayu et al., 2022).

The novelty of this study lies in its focus on the integration of digital media and deep learning in Tarikh learning at SMP Muhammadiyah 1 Madiun. Unlike studies that only examine digital media as a tool for increasing motivation or learning outcomes, this study emphasizes how digital media can support deep learning processes, including conceptual understanding, critical reflection, moral interpretation, and value application. Thus, this study positions digital media not merely as an instructional aid, but as a pedagogical instrument for strengthening Islamic historical understanding and character formation (Masruri & Andika, 2024; Qin, 2023).

Based on the background above, this study aims to describe and analyze the implementation of digital media-based Tarikh learning with a deep learning approach at SMP Muhammadiyah 1 Madiun. Specifically, this study seeks to examine how digital media is utilized in Tarikh learning, how students respond to digital media-based instruction, how teachers act as facilitators and innovators, how school support contributes to learning innovation, and how digital media-based Tarikh learning influences students' reflective and applicative understanding of Islamic historical values.

## **METHODS**

### **Research Approach and Design**

This study employed a qualitative approach with a case study design. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of how digital media-based Tarikh learning was implemented through a deep learning approach at SMP Muhammadiyah 1 Madiun. This approach enabled the researcher to explore the learning process, teacher strategies, student responses, institutional support, and the reflective meaning-making that emerged during Tarikh learning.

A case study design was used because the research focused on a specific educational context, namely Tarikh learning innovation in Year 8 at SMP Muhammadiyah 1 Madiun. The case study design allowed the researcher to examine the phenomenon contextually and comprehensively by considering the relationship between digital media use, teacher facilitation, student engagement, school policy, and the internalization of Islamic historical values. In this study, Tarikh learning was not viewed

merely as the delivery of Islamic historical content, but as a learning process that involved digital interaction, value reflection, and meaningful understanding.

#### **Research Site and Participants**

The research was conducted at **SMP Muhammadiyah 1 Madiun**, particularly in Year 8 Tarikh learning. This site was selected because the school had implemented digital learning innovations in Islamic Religious Education, especially in Tarikh materials. The school context was considered relevant because it provided opportunities to examine how digital media, such as interactive videos, digital storytelling, presentation media, and visual chronology, were integrated into Tarikh learning.

The participants were selected using purposive sampling. The informants consisted of four participants, namely two Year 8 students, M.A. and A.N., one Tarikh teacher, Y.A.W., and the vice-principal for curriculum, M.R.D. The students were selected because they directly experienced digital media-based Tarikh learning. The teacher was selected because he was directly involved in planning, implementing, and evaluating the learning process. The vice-principal for curriculum was involved to provide information regarding curriculum policy, institutional support, and school facilities related to digital learning innovation. The draft also indicates that these four informants were the main participants in the fieldwork process.

#### **Research Focus**

The focus of this study was the implementation of digital media-based Tarikh learning with a deep learning approach. The research focused on five main aspects. First, the utilization of digital media in Tarikh learning. Second, students' responses and engagement during digital media-based learning. Third, the teacher's role as a facilitator and innovator. Fourth, school support and curriculum policy in implementing digital learning. Fifth, the reflective and applicative impact of learning on students' understanding of Islamic historical values.

#### **Data Collection Techniques**

Data were collected through in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted to explore informants' experiences, perceptions, and reflections on digital media-based Tarikh learning. Interviews with students focused on their learning experiences, their responses to digital media, their understanding of prophetic exemplary values, and their ability to connect Tarikh materials with daily life. Interviews with the Tarikh teacher focused on lesson planning, media selection, learning implementation, classroom facilitation, and evaluation. Meanwhile, the interview with the vice-principal for curriculum explored institutional policy, curriculum support, and school facilities for digital learning innovation.

Participatory observation was conducted during Year 8 Tarikh learning activities. Through observation, the researcher examined teacher-student interaction, the use of digital media, student engagement, discussion activities, value reflection, and classroom learning dynamics. Observation helped the researcher understand how digital media and deep learning principles were applied in actual classroom practice.

Documentation was used to strengthen the data obtained from interviews and observations. The documents analyzed included lesson plans, learning media, digital teaching materials, student reflection notes, classroom activity documentation, curriculum documents, and other relevant school records. Documentation was used to verify the consistency between lesson planning, classroom implementation, and learning evaluation.

#### **Research Instruments**

The main instrument in this qualitative case study was the researcher. The researcher played a central role in determining the research focus, collecting data, analyzing findings, and interpreting

the meaning of the data. Supporting instruments included interview guidelines, observation sheets, and documentation checklists.

The interview guidelines were developed based on the research focus, including digital media use, student engagement, teacher facilitation, school support, and learning impact. The observation sheet was used to record the implementation of Tarikh learning, including the use of videos, digital storytelling, interactive presentation media, student discussion, and value reflection. The documentation checklist was used to identify relevant documents that supported the implementation of digital media-based Tarikh learning.

### **Data Analysis Technique**

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing or verification. Data condensation was carried out by selecting, simplifying, and organizing data obtained from interviews, observations, and documentation. Interview recordings were transcribed, then categorized into several themes, such as digital media utilization, student engagement, teacher facilitation, institutional support, and reflective understanding of Islamic historical values.

Data display was conducted by presenting the findings in narrative form and thematic matrices. Data from interviews, observations, and documentation were compared to identify similarities, differences, and consistent patterns. For example, observation data on students' active participation during video-based learning were compared with student interview data regarding their learning experiences and teacher interview data regarding the purpose of using digital media.

The final stage was conclusion drawing and verification. The researcher interpreted the patterns that emerged from the data and verified them through repeated reading, cross-checking among data sources, and member checking. The analysis was directed at understanding how digital media-based Tarikh learning with a deep learning approach supported conceptual understanding, moral reflection, and the application of Islamic historical values in students' daily lives.

### **Data Validity**

Data validity was ensured through source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing data from students, the Tarikh teacher, and the vice-principal for curriculum. Technique triangulation was conducted by comparing data obtained through interviews, participatory observation, and documentation. Member checking was carried out by confirming interview results and preliminary interpretations with informants to ensure that the researcher's interpretation reflected their actual experiences and perspectives.

Through these procedures, the study sought to ensure that the findings were credible, consistent, and grounded in field data. The triangulation process also helped the researcher obtain a more comprehensive understanding of how digital media-based Tarikh learning with a deep learning approach was implemented at SMP Muhammadiyah 1 Madiun.

## **RESULTS AND DISCUSSION**

### **The Use of Digital Media in Tarikh Learning**

The first finding shows that Tarikh learning at SMP Muhammadiyah 1 Madiun has been innovated through the use of digital media. The Tarikh teacher integrated several forms of digital media, including thematic instructional videos, interactive PowerPoint presentations, visual chronology platforms, infographics, and digital storytelling. These media were not only used to deliver Islamic historical content, but also to stimulate discussion, encourage student participation, and guide students to reflect on the moral values contained in Islamic historical events.

Based on classroom observation, digital media helped make Tarikh learning more visual, concrete, and engaging for students. Historical events that were previously delivered through verbal narration became easier to understand because students could see visual representations of event

sequences, figures, places, and moral messages. For example, the teacher used videos related to the Prophet Muhammad’s struggle, visual timelines of historical events, and presentation slides containing key concepts and reflective questions. This learning process helped students understand Tarikh not merely as a series of events to memorize, but as a source of moral and spiritual lessons.

The use of digital media also changed the classroom learning pattern. Tarikh learning, which was previously more teacher-centered, became more student-centered. Students were encouraged to observe, respond, ask questions, and discuss the meaning of historical events. The draft indicates that the teacher used digital media as a catalyst for discussion and value reflection, while students showed strong enthusiasm, actively responded to trigger questions, and connected historical events with everyday realities.

The use of digital media in Tarikh learning can be summarized in Table 1.

**Table 1. The Use of Digital Media in Tarikh Learning**

Digital Media Used	Classroom Implementation	Learning Function	Student Response
Instructional videos	The teacher presented videos related to the Prophet’s life and Islamic historical events.	Visualizing historical narratives and strengthening students’ imagination.	Students were more attentive and easier to understand the flow of events.
Interactive PowerPoint	The teacher used slides containing key concepts, images, questions, and moral messages.	Structuring materials and guiding discussion.	Students followed the lesson more systematically and responded to questions.
Visual chronology	The teacher displayed the sequence of Islamic historical events through timelines.	Helping students understand chronological relationships.	Students could identify event sequences more clearly.
Infographics	The teacher used visual summaries of Tarikh materials.	Simplifying complex historical information.	Students found it easier to remember important points.
Digital storytelling	The teacher presented Islamic historical stories in narrative digital form.	Encouraging emotional engagement and value reflection.	Students were more interested in discussing prophetic values.

Based on Table 1, digital media served several important functions in Tarikh learning. First, it functioned as a visualization tool that helped students understand Islamic historical events more concretely. Second, it functioned as a discussion stimulus that encouraged students to respond to questions and express their opinions. Third, it functioned as a reflective medium that helped students identify moral values from historical events and connect them with daily life.

The implementation of digital media also supported the deep learning approach. Through videos, infographics, and digital storytelling, students were not only exposed to historical information but were also guided to analyze meanings, reflect on values, and apply lessons from Tarikh in real contexts. This shows that digital media can strengthen conceptual understanding and moral reflection when it is integrated with teacher facilitation and reflective questioning.

Overall, the first finding indicates that the use of digital media in Tarikh learning at SMP Muhammadiyah 1 Madiun contributed to more participatory, contextual, and meaningful learning. Digital media helped transform Tarikh from a memorization-oriented subject into a reflective learning process that connects Islamic historical narratives with students’ moral and spiritual development.

**Students’ Responses and Engagement in Digital Media-Based Tarikh Learning**

The second finding shows that students responded positively to the implementation of digital media-based Tarikh learning at SMP Muhammadiyah 1 Madiun. The use of instructional videos, visual chronology, infographics, and digital storytelling made Tarikh lessons more engaging and easier

to understand. Students no longer perceived Tarikh merely as a subject that required memorizing names, dates, and sequences of events. Instead, they began to understand Islamic historical narratives as meaningful stories containing moral, spiritual, and social values.

Based on interviews with student informants M.A. and A.N., digital media helped them understand the chronology of prophetic historical events more clearly. Visual media made abstract narratives more concrete, while narrative videos helped students remember important events and figures. Students also stated that learning became more interesting because the teacher did not only explain the material verbally, but also provided opportunities for discussion, questions, and reflection. The draft indicates that both student informants felt more involved in learning when Tarikh materials were accompanied by digital visualization and narrative videos.

Student engagement was also visible during classroom observation. Students actively responded to trigger questions, participated in discussions, and expressed opinions about the values contained in Islamic historical events. They were encouraged to connect the Prophet’s exemplary values with their daily behavior in the school environment. Some students even wrote personal reflections after the lesson and discussed them with the teacher. This shows that digital media did not only increase students’ attention, but also encouraged reflective participation. The students’ responses and engagement in digital media-based Tarikh learning can be summarized in Table 2.

Table 2. Students’ Responses and Engagement in Digital Media-Based Tarikh Learning

Aspect	Field Finding	Learning Meaning
Interest in learning	Students found Tarikh lessons more interesting when supported by videos, infographics, and digital storytelling.	Digital media increased students’ attention and learning motivation.
Understanding of chronology	Students found it easier to understand the sequence of prophetic historical events through visual media.	Digital visualization helped students construct historical understanding more systematically.
Classroom participation	Students responded to trigger questions, joined discussions, and expressed opinions.	Digital media encouraged active and student-centered learning.
Value reflection	Students connected prophetic values with daily behavior and school life.	Learning moved beyond memorization toward moral and spiritual reflection.
Personal expression	Some students wrote personal reflections after the lesson.	Students demonstrated deeper engagement with Islamic historical values.

Based on Table 2, digital media-based Tarikh learning encouraged student engagement in cognitive, affective, and reflective dimensions. Cognitively, students were helped to understand the sequence and meaning of historical events. Affectively, students showed greater interest and enthusiasm during the learning process. Reflectively, students began to connect Islamic historical values with their own experiences and daily behavior.

This finding indicates that digital media can strengthen the deep learning process when it is accompanied by teacher facilitation and reflective questioning. Students did not only watch videos or observe visual materials passively; they were guided to analyze, discuss, and interpret the values contained in the historical events. In this way, digital media became a bridge between historical knowledge and moral meaning.

Overall, the second finding confirms that students’ responses to digital media-based Tarikh learning were positive. Digital media increased learning interest, helped students understand Islamic historical chronology, encouraged classroom participation, and supported value reflection. This finding provides the basis for the next finding, namely the teacher’s role as facilitator and innovator in directing digital media-based Tarikh learning toward deep understanding and value internalization.

**The Teacher’s Role as Facilitator and Innovator**

The third finding shows that the Tarikh teacher played a central role as both facilitator and innovator in digital media-based Tarikh learning with a deep learning approach. The teacher did not merely deliver historical information, but guided students to explore concepts, analyze moral messages, and reflect on Islamic values contained in prophetic historical events. This role was important because digital media alone could not automatically create deep understanding without teacher facilitation, reflective questioning, and value-oriented learning direction.

In classroom practice, the teacher began the lesson by providing a conceptual introduction to the Tarikh material. After that, the teacher used digital media such as instructional videos, historical chronology presentations, and digital storytelling to help students visualize Islamic historical events. The teacher then guided students to analyze the meaning of the events through questions, discussion, and reflection. The draft indicates that the teacher provided conceptual introductions, facilitated digital exploration through videos and historical chronology simulations, and guided students in deep analysis of moral messages from historical events.

The teacher’s facilitative role was visible in how students were encouraged to think beyond memorization. Rather than asking students only to remember names, places, or dates, the teacher asked them to identify values such as honesty, courage, patience, leadership, responsibility, and sacrifice. Students were guided to connect these values with their daily lives, especially in the school environment. This process reflects the deep learning approach because students were encouraged to understand concepts, reflect on values, and apply learning outcomes in real-life contexts.

The teacher also acted as an innovator by integrating technology with Islamic educational values. Digital media were selected and used not only for their visual appeal, but also for their relevance to Tarikh learning objectives. The teacher used videos and digital storytelling to make historical narratives more alive, while PowerPoint and visual chronology were used to structure students’ understanding of event sequences. This innovation helped transform Tarikh learning from conventional storytelling into interactive and reflective learning. The teacher’s role as facilitator and innovator can be summarized in Table 3.

**Table 3. The Teacher’s Role as Facilitator and Innovator in Digital Media-Based Tarikh Learning**

<b>Teacher’s Role</b>	<b>Classroom Practice</b>	<b>Learning Meaning</b>
Conceptual facilitator	The teacher introduced key concepts before using digital media.	Students received initial understanding before exploring historical events.
Digital learning guide	The teacher used videos, presentations, visual chronology, and digital storytelling.	Digital media helped students visualize and understand Islamic historical narratives.
Reflective discussion facilitator	The teacher asked trigger questions and guided discussion on moral values.	Students analyzed the meaning of events and reflected on prophetic values.
Value mediator	The teacher connected Tarikh materials with students’ daily life.	Students learned to apply Islamic historical values in real contexts.
Learning innovator	The teacher integrated technology, pedagogy, and Islamic values.	Tarikh learning became more interactive, meaningful, and relevant to the digital generation.

Based on Table 3, the teacher’s role was not limited to operating digital media. The teacher became a mediator between historical content, digital learning tools, and Islamic value internalization. This role is important because the success of digital-based Tarikh learning depends on how teachers design learning activities, ask reflective questions, facilitate dialogue, and direct students toward deeper understanding.

The teacher’s role as innovator was also shown through the ability to adapt Tarikh learning to students’ digital learning habits. Students today are more familiar with visual and interactive media; therefore, the teacher’s innovation helped bridge Islamic historical materials with the learning characteristics of the digital generation. However, the teacher ensured that technology did not replace Islamic values. Instead, digital media were used to strengthen students’ understanding of prophetic exemplarity and moral reflection.

Overall, the third finding confirms that the teacher was a key factor in the successful implementation of digital media-based Tarikh learning with a deep learning approach. The teacher facilitated conceptual understanding, guided value reflection, encouraged critical thinking, and integrated digital media with Islamic educational goals. This finding provides the basis for the next finding, namely school support and curriculum policy in sustaining digital Tarikh learning innovation.

**School Support and Curriculum Policy in Digital Tarikh Learning**

The fourth finding shows that the implementation of digital media-based Tarikh learning with a deep learning approach was supported by school policy and institutional facilities at SMP Muhammadiyah 1 Madiun. School support played an important role in ensuring that the learning innovation could be implemented not only as an individual initiative of the teacher, but also as part of the school’s broader commitment to integrating Islamic values and digital literacy in learning.

Based on the interview with the vice-principal for curriculum, M.R.D., the school provided support for teachers who developed digital-based learning innovations. This support was reflected in curriculum flexibility, encouragement for teachers to use digital media, and the provision of learning facilities such as projectors, internet access, and interactive classrooms. The draft notes that the vice-principal for curriculum expressed full support for digital-based Tarikh learning because it was considered aligned with school policies emphasizing the integration of Islamic values and technological literacy.

School support was also visible in the availability of facilities used during Tarikh learning. The teacher utilized classroom technology to present videos, PowerPoint materials, digital stories, and visual chronology of Islamic historical events. These facilities helped create a more interactive learning atmosphere and allowed students to engage with historical materials through visual and reflective experiences. Although the available facilities were not entirely free from limitations, they provided an important foundation for the implementation of digital Tarikh learning.

The curriculum policy also supported the teacher’s role as an innovator. The school did not restrict Tarikh learning to conventional textbook-based instruction, but allowed teachers to develop more adaptive learning strategies. This flexibility enabled the teacher to combine Tarikh materials, Islamic values, digital literacy, and deep learning activities. As a result, Tarikh learning became a medium not only for understanding Islamic history, but also for strengthening students’ character and digital awareness. School support and curriculum policy in digital Tarikh learning can be summarized in Table 4.

Table 4. School Support and Curriculum Policy in Digital Tarikh Learning

Aspect	Field Finding	Learning Meaning
Curriculum support	The school supported digital-based Tarikh learning innovation.	Teachers had flexibility to develop adaptive and value-based learning.
Institutional policy	The school emphasized integration of Islamic values and digital literacy.	Digital learning was aligned with the school’s Islamic educational vision.
Learning facilities	Projectors, internet access, and interactive classrooms supported learning.	Digital media could be used more effectively in classroom activities.

Teacher innovation space	Teachers were encouraged to use videos, visual chronology, and digital storytelling.	Tarikh learning became more interactive, contextual, and reflective.
Value-based digital learning	Digital media were used to support reflection on prophetic values.	Technology functioned not only as a tool, but also as a medium for Islamic value internalization.

Based on Table 4, school support functioned as an enabling factor for the implementation of digital media-based Tarikh learning. The availability of facilities helped the teacher present historical materials more visually and interactively. Curriculum support provided space for innovation, while the school’s emphasis on Islamic values ensured that the use of technology remained aligned with the goals of Islamic Religious Education.

This finding also indicates that digital learning innovation requires more than teacher creativity. Institutional support is needed so that teachers can implement digital media consistently and sustainably. Without curriculum flexibility, facilities, and school leadership support, digital learning may remain incidental and difficult to develop into a systematic learning model.

Overall, the fourth finding confirms that school support and curriculum policy contributed significantly to the implementation of digital Tarikh learning at SMP Muhammadiyah 1 Madiun. The school’s support helped integrate digital literacy, Islamic values, and reflective learning into Tarikh instruction, thereby strengthening the foundation for meaningful and adaptive Islamic Religious Education in the digital era.

**Reflective and Applicative Impact of Deep Learning on Students**

The fifth finding shows that digital media-based Tarikh learning with a deep learning approach had a positive impact on students’ reflective and applicative understanding of Islamic historical values. The learning process did not only help students understand the chronology of Islamic historical events, but also encouraged them to interpret moral messages, reflect on prophetic exemplary values, and connect those values with daily life. This indicates that Tarikh learning moved beyond memorization toward deeper moral, spiritual, and contextual understanding.

Based on classroom observation, students showed increased confidence in expressing opinions, greater critical awareness in evaluating historical events, and improved responsibility in completing learning tasks. Students were able to respond to reflective questions, discuss moral values from the Prophet’s life, and relate those values to school life. The draft notes that students became more confident in expressing opinions, more critical in evaluating historical events, and showed improvements in discipline and responsibility after digital media-based Tarikh learning.

The reflective impact was also seen in students’ ability to write personal reflections after the lesson. Some students connected Tarikh materials with their own experiences, such as the importance of honesty, patience, courage, responsibility, and respect for others. These reflective activities became evidence that students were not merely receiving historical information, but were processing Islamic values at a deeper level. Through this process, Tarikh learning became a medium for strengthening Islamic character.

The applicative impact appeared when students began to relate prophetic values to real situations in the school environment. For example, students discussed how the Prophet’s honesty could be applied in completing assignments, how patience could be practised when facing difficulties, and how responsibility could be shown in classroom activities. This shows that the deep learning approach helped students transfer Islamic historical values into practical behavior. The reflective and applicative impact of deep learning on students can be summarized in Table 5. Table 5. Reflective and Applicative Impact of Deep Learning on Students

Impact Aspect	Field Finding	Learning Meaning
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Conceptual understanding	Students understood the chronology and meaning of Islamic historical events more clearly.	Digital media supported students' comprehension of Tarikh materials.
Critical thinking	Students analyzed historical events and responded to reflective questions.	Students were encouraged to evaluate moral messages behind historical events.
Value reflection	Students wrote personal reflections and discussed prophetic exemplary values.	Students internalized Islamic values through reflective activities.
Applicative understanding	Students connected Tarikh values with daily school behavior.	Learning outcomes moved toward real-life application.
Character development	Students showed improvement in confidence, discipline, and responsibility.	Tarikh learning contributed to Islamic character strengthening.

Based on Table 5, the deep learning approach supported students in three important dimensions: cognitive, reflective, and applicative. Cognitively, students understood historical materials more clearly through digital visualization. Reflectively, students interpreted moral and spiritual values contained in Islamic historical events. Applicatively, students connected those values with daily behavior in the school environment.

This finding indicates that digital media becomes more meaningful when it is integrated with reflective learning activities. Videos, infographics, and digital storytelling can attract students' attention, but deep learning occurs when students are guided to question, interpret, reflect, and apply what they learn. Therefore, the teacher's reflective questions and discussion guidance were important in transforming digital media from a presentation tool into a medium for value internalization.

Overall, the fifth finding confirms that digital media-based Tarikh learning with a deep learning approach contributed to students' conceptual understanding, reflective awareness, and applicative use of Islamic values. This approach helped students view Tarikh not only as Islamic historical knowledge, but also as a source of moral guidance relevant to their daily lives.

**Discussion**

The findings of this study indicate that digital media-based Tarikh learning with a deep learning approach at SMP Muhammadiyah 1 Madiun has transformed Tarikh instruction from a memorization-oriented activity into a more participatory, reflective, and value-oriented learning process. The use of instructional videos, interactive PowerPoint presentations, visual chronology, infographics, and digital storytelling helped students understand Islamic historical events more concretely. These media enabled students to visualize the Prophet's life, historical sequences, and moral messages in ways that were easier to comprehend than conventional verbal explanation. This finding supports previous studies showing that digital media can increase students' interest, motivation, and understanding because visual and interactive materials make learning more engaging and accessible (Afrilia et al., 2022; Ahya Sofia Balqis et al., 2023).

However, the findings also show that digital media did not function merely as a technological tool. Its effectiveness depended on how the teacher integrated media with reflective questioning, discussion, and value interpretation. In this study, digital media became a bridge for deep learning because students were not only asked to watch videos or observe visual materials, but also to analyze historical events, identify prophetic values, and connect those values with daily life. This confirms that meaningful digital learning requires pedagogical design. Technology can attract attention, but deep learning emerges when students are guided to think critically, reflect morally, and apply concepts in real contexts.

Theoretically, the findings are consistent with the concept of deep learning, which emphasizes conceptual understanding, critical thinking, reflection, and knowledge transfer. In Tarikh learning, deep learning is particularly important because Islamic history contains moral and spiritual values that must be interpreted, not merely memorized. Students need to understand why an event occurred, what values are embedded in it, and how those values can guide their behavior. The findings show that students became more confident in expressing opinions, more critical in evaluating historical events, and more capable of writing personal reflections related to prophetic exemplary values. This aligns with the view that deep learning supports reflective and meaningful understanding by connecting knowledge with personal and social contexts (Rahayu et al., 2022).

The teacher's role was a decisive factor in the success of digital media-based Tarikh learning. The Tarikh teacher did not only operate digital devices, but also acted as a facilitator, value mediator, and learning innovator. The teacher provided conceptual introductions, guided students through digital exploration, asked reflective questions, and connected Tarikh materials with students' daily experiences. This finding reinforces the idea that teacher digital literacy must be accompanied by pedagogical and moral competence. In Islamic Religious Education, teachers are not merely technology users; they are also moral guides who ensure that digital media remains aligned with Islamic values. This is in line with studies emphasizing that teachers in the digital era need technological literacy as well as moral exemplarity to maintain the value orientation of learning (Hanifa & Sirojudin, 2024; Ristiyana et al., 2023).

Student responses further show that digital media increased engagement in Tarikh learning. Students found it easier to understand the chronology of prophetic historical events, became more active in discussion, and showed willingness to connect Tarikh values with school life. This indicates that digital media helped reduce the abstractness of historical materials and made learning more relevant to the digital generation. Through visual and narrative media, students were able to see Tarikh not only as past events but as meaningful sources of moral guidance. Therefore, digital media contributed to both cognitive understanding and affective engagement.

The findings also demonstrate that school support and curriculum policy played an important role in sustaining learning innovation. The support of the vice-principal for curriculum, availability of projectors, internet access, and interactive classrooms enabled teachers to implement digital media-based learning more effectively. Institutional support is essential because digital learning innovation cannot rely solely on individual teacher initiative. It requires curriculum flexibility, facilities, policy encouragement, and a school culture that values both Islamic character and digital literacy. This finding is consistent with studies that emphasize the importance of infrastructure, teacher training, and institutional policy in supporting digital learning implementation (Ardiansyah et al., 2020; Purnasari & Sadewo, 2021).

At the same time, the study highlights that digital media-based Tarikh learning still faces challenges. Infrastructure limitations, uneven teacher digital competence, internet connectivity issues, limited devices, and resistance to new methods may reduce the effectiveness of implementation. These challenges indicate that digital transformation in Islamic Religious Education must be carried out gradually and sustainably. Schools need to strengthen teacher digital literacy, improve infrastructure, and provide continuous mentoring so that digital learning does not become incidental or superficial. The issue of digital ethics also needs attention because students must be guided to use technology responsibly and in accordance with Islamic values.

The integration of digital media and deep learning has important implications for Tarikh learning. First, Tarikh should be designed not only as historical narration but as reflective Islamic value learning. Second, digital media should be selected based on its ability to support value interpretation, not merely visual attractiveness. Third, teachers need to design reflective tasks, such

as discussion, personal reflection, digital storytelling, and value application projects. Fourth, schools need to build an Islamic digital learning ecosystem that balances technology use with moral and spiritual development.

Overall, the discussion confirms that digital media-based Tarikh learning with a deep learning approach can strengthen conceptual understanding, student engagement, reflective thinking, and Islamic value internalization. The novelty of this study lies in showing that digital media can support deep learning in Tarikh when it is integrated with teacher facilitation, reflective dialogue, and school policy support. Thus, digitalization in Tarikh learning should not be understood merely as modernization of learning tools, but as a pedagogical strategy to make Islamic history more meaningful, contextual, and transformative for students in the digital era.

## CONCLUSION

This study concludes that digital media-based Tarikh learning with a deep learning approach at SMP Muhammadiyah 1 Madiun is able to create a more participatory, contextual, and meaningful learning process. The use of instructional videos, interactive PowerPoint presentations, infographics, visual chronology, and digital storytelling helped students understand Islamic historical events more concretely and systematically. Digital media was not only used as a tool for delivering material, but also as a medium for discussion, value reflection, and moral interpretation.

The implementation of this learning innovation encouraged positive student responses and engagement. Students found Tarikh lessons more interesting, easier to understand, and more relevant to their daily lives. They became more active in discussions, more confident in expressing opinions, and more capable of connecting prophetic values with school life. The teacher played a central role as a facilitator and innovator by guiding students to explore historical concepts, analyze moral messages, and reflect on Islamic values through digital media. School support, especially through curriculum flexibility, learning facilities, internet access, and encouragement for digital innovation, also contributed to the success of the implementation.

The deep learning approach strengthened students' conceptual, reflective, and applicative understanding of Tarikh materials. Students did not merely memorize historical events, but also interpreted the values of honesty, courage, patience, responsibility, and prophetic exemplary behavior in relation to their daily experiences. Nevertheless, the implementation still requires improvement, particularly in strengthening teacher digital literacy, improving infrastructure, ensuring stable internet access, and maintaining digital ethics in learning. Therefore, digital media-based Tarikh learning with a deep learning approach can be recommended as an adaptive model for Islamic Religious Education in the digital era, provided that it is supported by teacher competence, institutional policy, adequate facilities, and continuous evaluation.

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