

Transformation of PAI Learning Through Approaches to Active Deep Learning Experience (ADLX) In The Digital Era

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ABSTRACT

Islamic Religious Education (PAI) learning often encounters negative perceptions among students. This is because the learning model used is still conventional, resulting in a rigid and monotonous perception. Therefore, an adaptation using an innovative learning model is needed in order to attract student participation during the learning process. This study aims to examine more deeply the transformation of PAI learning using the model Active Deep Learner Experience (ADLX) and find out how it impacts Islamic Religious Education learning. Using the literature study method, the author collects sources from accredited journals as primary data in the study and analyzes them using content analysis. The results of the study indicate that the ADLX model is able to provide a significant impact in various aspects, including critical reasoning, character development, learning motivation, student involvement, academic achievement, and technology utilization. Not only that, the use of the ADLX model is able to change the direction of negative perceptions towards active and innovative Islamic Religious Education learning. This study is still limited to literature analysis without involving empirical testing in the field. For this reason, further research is needed to explore more deeply the implementation of the ADLX model in various educational institutions.

KEYWORDS

Active Deep Learner Experience, Islamic Religious Education, Learning Transformation, Student Engagement, Digital Era Learning



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Introduction

Islamic Religious Education (PAI) is often criticized for being considered a repetitive and rigid subject. Many schools and educational institutions still use teacher-centered teaching methods, emphasizing lectures and memorization without encouraging active student participation. Additionally, the lack of integration of learning using technology makes PAI learning less attractive to students (Alamsyah & Ahwa, 2020). In utilizing technology as a learning tool, adequate teacher competence is required (Sutisna et al., 2020), considering that not all PAI teachers can integrate technology well. This problem is crucial in Islamic Religious Education, especially in the modern era that urges change to create innovative and engaging learning.

Previous researchers have tried to overcome negative perceptions of Islamic Religious Education. One of the leading solutions is transforming education by integrating digital technology and student-centered learning (Hairunisa, 2023; Hermawan et al., 2021; Trinova, 2013a). This study encourages students to be more active through interactive media such as Learning Management Systems (LMS), educational videos, Islamic games, and virtual reality simulations. In addition, using a teaching model that combines visual, auditory, and kinesthetic modalities can improve students' understanding and motivation to learn. Thus, Islamic Religious Education is a one-way knowledge transfer process and a fun and challenging learning experience. However, one of the most important aspects of the learning process is that students can understand the material and gain in-depth learning experiences. Therefore, students are not only the center of learning, but must have a deep learning experience. Through the model Active Deep Learner Experience, it is expected to provide an impressive learning experience for students in Islamic Religious Education learning.

This study aims to understand how the use of ADLX in the digital era can transform Islamic Religious Education. The ADLX approach, an innovation in the education model, aims to effectively integrate digital technology with relevant and contextual Islamic teaching principles. Furthermore, the researcher wants to know what aspects have improved after implementing the ADLX model in Islamic Religious Education learning. Thus, this study is expected to contribute significantly to developing an Islamic Religious Education learning model that can adapt by considering technological advances and the needs of students in the 21st century.

In the recent digital era, transforming Islamic Religious Education through ADLX is a relevant long-term strategy. By utilizing digital technology as best as possible, Islamic Religious Education can be more interactive, engaging, and effective in explaining Islamic principles. In addition, this approach can also address the decline in digital literacy and access to technology that have historically been barriers to Islamic Religious Education. This study also highlights the importance of teachers as facilitators who integrate technology with Islamic principles so that the spiritual essence of education is not disturbed. Therefore, the transformation of Islamic Religious Education through the

ADLX approach is not just a technological innovation, but also an important step in creating Islamic Religious Education that is contemporary, inclusive, and responsive to developments in the digital era.

Method

The author uses a literature study method (library research) with a descriptive qualitative approach. The literature study method was chosen because it allows the author to analyze, evaluate, and synthesize related information clearly and concisely (Ibrahim et al., 2023). This study focuses on transforming Islamic education by adopting a technology-based adaptive learning model, Active Deep Learner Experience (ADLX), in the digital era. The study sources used are important materials related to the topics discussed, such as books, journals, articles, official documents, and articles on Islamic Religious Education and technology integration in education. The information obtained by the author then enters the data reduction process to sort out data relevant to the research the author is developing. The primary data is displayed as data tables and graphs of research results.

In the literature study method, the analysis process is carried out in six steps (Darmalaksana, 2020). The first step is the determination of research topics. Second, research data will be collected using keywords such as transformation of PAI education, ADLX Model, and the digital era. Relevant information can be found through digital repositories, journal databases, and related literature collections. Third, selecting information based on validity, relevance, and reliability criteria ensures that the data is highly quality. Fourth, critical evaluation of information sources is carried out to ensure that the information is accurate and up-to-date. Fifth, data analysis was carried out using content analysis techniques (content analysis), which involves classifying, analyzing, and interpreting data to identify key themes that support the research objectives. Finally, the research findings are presented systematically and comprehensively. With this literature study method, the researcher presents data tables and graphs of improvement aspects regarding the development and implementation of the ADLX approach in PAI learning, while providing a strong theoretical basis for developing more innovative and adaptive learning models in the digital era.

Results and Discussions

Islamic Religious Education and the Importance of Student Involvement

Islamic Religious Education has a vital role in shaping the religious character of the Indonesian generation (Kamila, 2023). According to Zakiah Daradjat, Islamic Religious Education is a human development process covering all aspects of life (Olfah, 2021). In the context of national education, Islamic Religious Education aims to instill knowledge about Islamic teachings and help students understand moral, ethical, and spiritual

principles (Hasmawati & Mukhtar, 2023). In other words, Islamic Religious Education is not only education that refers to changes in religious character, but also fosters all aspects of life. Amid the increasingly rapid flow of globalization, Islamic Religious Education plays an important role in producing a generation that adheres to Islamic teachings and law.

Student involvement is significant in Islamic education because it can improve students' understanding and responsibility for the material. When students actively participate in the learning process through discussions, presentations, or worship practices, they will show that the material being taught is theoretical and has practical relevance to everyday life (Hadlun et al., 2022). This makes it easier for students to understand Islamic principles and encourages them to incorporate religious education into daily activities. In addition, active student participation encourages them to be critical, creative, and focused on their learning process (Cahyono, 2023). Active students are more likely to understand the material presented by the teacher, which makes their understanding of the subject matter more comprehensive and insightful. As a result, student learning outcomes will improve because they receive information passively and construct knowledge independently.

In achieving successful Islamic Religious Education learning, synergy is needed between students and stakeholders. Not only that, design and continuity are vital to encourage successful Islamic Religious Education learning (Jannah, 2017). An effective learning model in Islamic Religious Education must involve students in active learning so that learning objectives can be achieved as well as possible. Student involvement in the educational process is significant because it can increase students' understanding, motivation, and interest in the material being taught (Srimuliyani, 2023). Positive emotions in students can create a sense of joy, curiosity, and student participation so that learning can take place actively.

The process of learning Islamic Religious Education can be achieved through various innovative learning methods and strategies, such as Focus Group Discussion (FGD), Project-Based Learning (PBL), and Problem-Based Learning (PBL). These methods can encourage students to actively participate in learning so that learning can run interactively, not just in one way. In addition, student involvement can improve critical thinking skills, teamwork, and communication. These three aspects are basic needs in social life. (Fikri & Munfarida, 2023). The importance of student participation in Islamic Religious Education is also supported by contemporary educational theories emphasizing student-centered learning (SCL). According to Utomo Dananjaya, student-centered learning is an active process to develop self-potential by actively involving oneself in the learning process (Andrianti, 2014).

In a student-centered learning model (Student Centered Learning), teachers are not only sources of knowledge but also act as facilitators who help students

independently develop their understanding and knowledge of Islam (Trinova, 2013). Teachers assist students in identifying their learning needs, providing guidance, and creating an interactive and inclusive learning environment. Students are encouraged to actively seek, analyze, and construct knowledge through group discussions, independent study, or projects relevant to everyday life. This lesson teaches students to be more critical, creative, and accepting of their learning process. In contrast, the traditional learning model emphasizes the role of the teacher as an authority on knowledge, where students only receive and understand the material without much opportunity to question or develop critical thinking skills (Fahrudin et al., 2021).

Student involvement in the learning process can also be influenced by external activities, such as social activities based on Islamic principles (Sholeh, 2023). These activities can provide students with direct experience practicing Islamic values so that they can understand and appreciate Islamic Religious Education more comprehensively. In addition, social activities can strengthen the sense of solidarity and friendship among students, which is very important for developing strong character in the younger generation. Islamic Religious Education that encourages students to be active can also help them develop their full potential. Through education, students can develop critical thinking skills, creativity, and problem-solving that are very much needed in facing the challenges of modern life in the global world (Cynthia & Sihotang, 2023). In addition, student involvement can help students develop their social and emotional skills to interact well in society.

Student involvement in Islamic Religious Education can also strengthen religious identity (Rahmania et al., 2023). In a diverse environment like Indonesia, Islamic Religious Education that encourages students to be active can help them understand and respect differences and strengthen their religious identity. This is very important to foster tolerance and harmony between religious communities, which is one of the main goals of Islamic Religious Education in Indonesia. In addition, student involvement in Islamic Religious Education can strengthen the role of teachers as mentors and guides for students (Wijanarko, 2018). A teacher who actively involves students in the learning process can create a relationship that benefits both parties, making the learning process more interesting and enjoyable. Teachers can also provide good examples in explaining Islamic principles so that students can learn from the teacher's actions in everyday life.

Islamic religious education, encouraging students to be actively involved, can strengthen the bond between family and the general public and improve the educational process (Sari, 2023). Community members and the general public can act as mentors in helping students learn Islamic principles outside the classroom. Thus, Islamic Religious Education does not only take place in schools but also families and communities, allowing students to develop their character. In other words, student involvement in Islamic Religious Education is essential to achieving the holistic educational goal of developing students who are sensitive to the environment, have

noble morals, and can positively contribute to society. Islamic Religious Education can effectively teach students about Islam and develop strong and resilient characters in the era of globalization by encouraging them to participate actively in the educational process.

Active Deep Learning Experience (ADLX) and the Transformation of Islamic Religious Education Learning in the Digital Era

Transformation of Islamic Religious Education (PAI) learning is a basic need in education. The entry of modern technology brings massive changes, such as the shift from conventional to digital learning models. With the presence of technology, it is hoped that it can be appropriately utilized to change public perceptions regarding PAI learning, which seems monotonous and one-way (Cikka, 2020). Many students assume that PAI teachers have a higher emotional level than others. In addition, the lack of variation in learning models is the background to the emergence of negative perceptions of PAI learning (Nisa, 2016). The models offered in PAI learning often only revolve around conventional models, making them less interesting for student participation in learning. Therefore, learning innovation is needed to change students' perspectives on PAI learning.

Entering the digital era, the learning process must be able to adopt technology as an effort to reduce negative perceptions of Islamic Religious Education learning. Integrating technology with learning needs will make students more active during learning. In line with M. Rongers' Diffusion of Innovation theory, which explains that technology can be integrated into the learning process without eliminating essential religious values (Nugraha et al., 2023). One learning model that integrates technology with material needs is Active Deep Learner Experience (ADLX). The model is an adaptation of the use of technology to the needs of education in the digital era. ADLX combines Active Learning with Deep Learning, which is packaged in learning to create student learning experiences ([Utami, 2023](#)).

The ADLX model was first introduced in 2018 by Mohamed Bahgat through his work entitled "First Framework. The ADLX Learning Model was created to provide students with a holistic and in-depth learning experience. The emergence of ADLX began to be combined in an integrated curriculum oriented towards general and religious science. This model focuses on output obtained by students, teacher competence, and school culture (Yasen, 2023). In other words, in achieving learning success using the ADLX model, synergy is needed between school culture conditions, teacher competence, and student readiness. School culture is vital in influencing the formation of student character. The implementation of ADLX has provided a paradigm shift in the education system, which can shift the conventional model to a more contextually relevant model that suits the needs (Alqarny, 2023).

This study highlights the transformation of Islamic Religious Education learning using the ADLX model and its impact on the world of education. The author has collected primary data showing that the presence of the ADLX method significantly impacts various aspects. The data is packaged through the following table 1.

Table 1. Literature Review Data on the ADLX Model Approach in Islamic Religious Education Learning

No	Author Name	Research Title	Research result
1	(Yasen, 2023)	ADLX Learning Management Flow Design, Teacher Competence and School Culture and Their Influence on Islamic Character at the Integrated Islamic School (SIT) Ikhtiar Makassar.	The ADLX model is able to increase student participation, but synergy is needed between stakeholder schools to maximize the results of the ADLX model.
2	(Ismiatiningsih et al., 2023)	Learning Management Based on Active Deep Learner Experience (ADLX) in Developing Teacher Innovation and Competence (Case Study at SMPIT Al-Uswah Surabaya)	SMPIT Al-uswah Surabaya has improved teacher competency in implementing ADLX in their integrated curriculum, the result is that learning becomes interesting and impressive.
3	(Utami, 2023)	Implementation of ADLX-Based Learning with an Integrated Approach to Improve Students' PAI Learning Achievement at SD IT Permata Mulia	Improving Islamic Religious Education learning achievement, tadabur activities, contemplation, exploration, and problem solving
4	(Nasution & Suyadi, 2020)	Learning Humanistic Islamic Religious	Based on the results of the study that the application of the theory of humanistic learning

		Education through the Approach Active Learn	(Active Learn) in PAI learning in SDN Nugopuro Gowok has been done quite well and has been going well by educating and guiding students to learn to use various methods or strategies actively.
5	(Auliyah, 2022)	Innovation in Islamic Religious Education Methods	The results showed that this method succeeded in instilling social, cognitive, and emotional skills in students.
6	Kurniawan & Mahmuda (2023)	Active Deep Learner Experience Learning Design on Islamic Education Learning	This study explains that ADLX is able to be an interesting model without eliminating the Islamic character in learning.
7	Alkarny (2023)	Integrated Curriculum Design with ADLX Approach	With the ADLX model, it is able to provide an in-depth learning experience by integrating general material and Islamic studies.
8	(Syamsuddin, 2023)	Effect ff Active Deep Learner Experience, Learning Flow Desain ,Teachers' Competence and School Culture on Students Character at SDIT Ikhtiar Makassar	The ADLX learning design has a positive influence, meaning that every time there is an increase in the value of the ADLX learning design, it will also increase the character of students by 0.579, 2).

9	The Last Supper (2022)	Stakeholder Perceptions of Full Day School-Based Curriculum Integration at SDIT Cahaya Insani Temanggung	In the study, it was explained that with a higher intensity of PAI subjects, the emergence of ADLX was able to provide comfortable learning and was well received by students.
10	Artati et al. (2023)	Implementation of the Kauny Method Using the ADLX introflex Approach to Improve the Quality of Tahfidz Learning Based on Digitalization at SD-IT Hafizul Ilmi	This study found that ADLX is able to help memory in memorizing the Qur'an by providing a different learning experience than usual.
11	Al-Khatib (2022)	Implementation of Teacher Certification in Building Islamic Religious Education Institutions	In compiling an integrated PAI curriculum, innovation in learning models is needed so that it does not seem rigid, such as using the ADLX model.
12	(Isnawati et al., 2023)	The Impact of Implementing an Integrated Approach Based on ADLX and Religious Character	The ADLX model has a significant influence on the religious character of students.
13	Lailie & Dewi (2022)	Learning Influence ADLX on the Learning Outcomes of Students at Permata Mulia Islamic Elementary School, Mojokerto	Using the T test shows that there is an effect of increasing learning outcomes using the ADLX model.

14	(Sholikhah & Salamah, 2023)	Management of Student Manners Learning at SDIT Taqiyya Rosyida	In providing learning about character (manners) requires an interesting learning model such as ADLX.
15	Syamsuddin et al. (2023)	The Influence of ADLX (Active Deep Learner Experience) Learning Flow Design, Teacher Competence and School Culture on Student Character at SDIT Ikhtiar Makassar	Teacher competence and school culture mutually influence each other in shaping students' religious character.

The studies analyzed in this literature review show the positive consistency of the ADLX model in Islamic Religious Education learning. The ADLX model provides stimulation to be more active, think critically, and present material contextual to everyday life (Al-Khatib, 2022). In addition, the implementation of ADLX aims to improve academic achievement, character development, and 21st-century skills such as teamwork, communication, and creativity. The study ([Azhar & Mawardi, 2022](#)) explained that in some schools based on Integrated Islam, PAI lesson hours are longer than other subjects. This is often the reason underlying the negative perception of PAI learning. This negative perception arises because the learning seems boring with a long duration. By integrating the ADLX model into the school curriculum, SDIT Cahaya Insani Temanggung has successfully changed conventional PAI learning into a modern one, making it more interesting for student participation.

In implementing the ADLX model in Islamic Religious Education learning, teachers have a central role that takes over the role of facilitator, motivator, and guide in the learning process. Teachers must be able to facilitate interactive learning, utilize technology, and provide the tools students need to explore, discuss, and collaborate. The INTROFLEX approach, which includes individualization, interaction, observation, and reflection, can guide ADLX-based education (Nurgenti & Wahyudi, 2025). These four steps are carried out by students and assisted by teachers. Training and professional development are needed to improve teacher competence so that teachers can apply the ADLX model to their lessons more easily.

Implementing the ADLX model in Islamic Religious Education includes a rigorous curriculum, relevant media and technology, and learning modules developed according to student needs. In addition, one of the most important keys to success is a supportive

school culture. Several strategic tasks can be done, including designing educational activities that inspire and motivate students. According to Abraham Maslow's theory, students need intrinsic motivation to achieve their academic goals and improve their quality of life (Prihartanta et al., 2015). According to this theory, five Maslow needs are derived from biological to psychological perspectives. In psychological terms, motivation is referred to as the drive within students.

Second, Integrate digital technologies such as interactive applications, educational videos, and learning management systems (LMS). It is very important to integrate digital technologies such as interactive applications, educational videos, and learning management systems (LMS) when implementing the ADLX model. It is very important to have interactive and interesting learning media so that students can experience a dynamic and interesting learning experience. Information technology functions as a medium and infrastructure to access, manipulate, and communicate information interactively, so that the learning process becomes more efficient and interesting. However, the implementation of this technology must be accompanied by strict supervision of its use by students. This is done to ensure that technology is not used excessively and remains focused on educational goals (Abdullatif et al., 2023). Monitoring also helps teachers ensure that students use technology productively and responsibly. Thus, the integration of technology in the ADLX model can increase student engagement and understanding optimally, while maintaining discipline in the use of technology during the teaching and learning process.

Third, Designing learning modules and evaluations. In designing learning modules and evaluations in the ADLX model for Islamic Religious Education (PAI) subjects, the initial step is to analyze basic competencies and learning objectives that are in accordance with the curriculum. The modules are designed with structured materials and learning activities that prioritize the principles of Active Learning and Deep Learning, such as discussions, contemplation, meditation, and problem solving that are relevant to religious values. Furthermore, the development of interactive learning media such as educational videos, quiz applications, and learning management systems (LMS) is very important to support an in-depth and engaging learning experience for students. The modules must include complete guidance ranging from competencies, materials, methods, to evaluation. At the evaluation stage, the form of evaluation is determined which includes cognitive, affective, and psychomotor aspects, such as written tests, attitude observations, and project assignments. Evaluation instruments are developed with high validity and reliability, and evaluations are carried out formatively and summatively to monitor student development. Monitoring of technology utilization also needs to be carried out so that media use remains effective and is not misused. With this systematic module design and evaluation, ADLX-based Islamic Education learning can improve understanding, active student involvement, and character development optimally.

Based on the results of research conducted in various educational institutions, including SDIT, SMPIT, and SMA Islam Terpadu, it shows that the ADLX model can be adjusted to the needs and characteristics of each institution. For example, the implementation of ADLX in SDIT Permata Mulia has succeeded in improving students' learning outcomes, exploration, tadabur, tafakur, and problem-solving abilities. In contrast, in SMA ABBS Surakarta, ADLX training increased students' active participation, understanding, and character development. When compared to the traditional classroom model, which is static and not very interactive, the ADLX model has advantages. In the traditional model, students remain passive and only receive information from their teachers. In contrast, in the ADLX model, students are encouraged to be active, think critically, and be directly involved in the learning process.

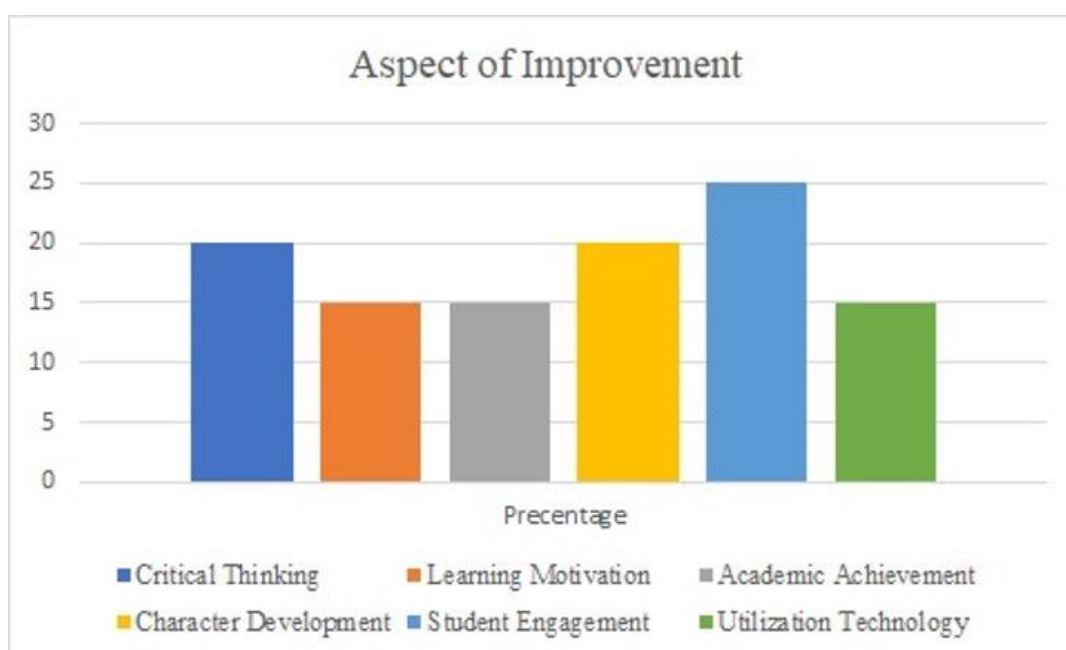


Figure 1. Diagram of improvement aspects in the ADLX model

Based on the diagram in Figure 1, one of the factors that shows a significant increase is student engagement which reached the highest position with a percentage of 25%. The main indicator of the transformation of Islamic Religious Education through ADLX in the digital era is the increase in student engagement. ADLX which prioritizes active, collaborative, and problem-based learning, encourages students to be more involved in every step of the learning process. The use of technology such as the Learning Management System (LMS), interactive writing applications, and learning videos makes students more than just consumers of information; they also become active participants in group discussions, group collaborations, and independent exploration of materials. Because it allows the internalization of religious principles through passive learning rather than active learning, this active learning is very

important in Islamic Religious Education. In addition, an interactive and responsive learning environment to students' needs makes the learning process more relevant and effective. Thus, increasing student engagement is a step towards achieving the goals of Islamic Religious Education that is more effective and focused on character development.

In addition, the character development aspect has also experienced a significant increase, around 20%. The transformation of Islamic Religious Education through ADLX is not only focused on the cognitive aspect, but also emphasizes the importance of character development and noble morals. Through learning activities that encourage reflection, value discussions, and problem solving based on factual information, students are able to apply Islamic values in everyday life. Teachers act as facilitators who help students understand and contextualize religious education so that learning becomes more meaningful. The use of digital media that depicts inspirational stories, religious stories, and simulations of social situations helps the character development process. As a result, students become more disciplined, polite, honest, and caring towards others. This character development is very relevant to the main goal of religious education, namely to form people who are not only intellectually intelligent, but also have noble morals.

The critical thinking aspect increased by 20%. Inherently, ADLX encourages students to develop critical thinking skills through various learning activities that include analysis, evaluation, and synthesis of information. In Islamic Religious Education, students are expected to be able to study contemporary religious issues, compare the opinions of scholars, and find solutions to social problems based on Islamic principles. The use of digital discussion forums and problem-based learning (PBL) improves students' ability to identify problems, find relevant information, and evaluate arguments objectively. In the digital era, where students are faced with a variety of information and complex moral considerations, critical thinking is very important. By improving critical thinking skills, students can not only understand religious education comprehensively, but also develop strong and independent minds in everyday life.

With a percentage of 15%, the ADLX learning model has been proven to increase learning motivation in Islamic Religious Education classes. The implementation of ADLX that integrates digital technology makes the learning process more interesting and in accordance with the characteristics of the digital generation. Because of the varied and interesting nature of the instructions, students are more motivated. Activities such as interactive writing, group projects, and the use of instructional videos can help students feel more comfortable and involved in their learning. In addition, silent reminders from teachers or digital applications provide encouragement and positive reinforcement to students to continue to improve themselves. Strong learning motivation is essential to encourage students' academic success and personal development. In the context of

Islamic Religious Education, increased motivation also encourages students to be more active in their religious activities, both in the classroom and in the community.

Furthermore, academic achievement also experienced growth equivalent to learning motivation, which was 15%. This indicates that the transformation of Islamic Religious Education through ADLX is not only beneficial in terms of effectiveness and psychomotor skills, but also in terms of cognitive learning outcomes. Students who are more engaged and motivated consistently have a better understanding of the subject matter, allowing them to achieve higher academic standards. Digital technology makes it easier for students to access various learning resources, complete homework, and get independent explanations on other topics. Formative and summative evaluations conducted through digital platforms also help teachers assess student progress in a more accurate and objective manner. Thus, it is proven that the implementation of ADLX is effective in improving the standards of Islamic Religious Education in today's era.

The ADLX model resulted in a 15% increase in the percentage of students using technology in their learning. The study showed that students became more proficient in using technology as a teaching tool. The transformation of Islamic Religious Education learning through ADLX requires students to be accustomed to accessing materials through LMS, participating in online discussions, and using digital learning applications. The development of digital literacy is very important in the modern era, where the ability to access, evaluate, and use information effectively is one of the most important 21st-century skills. Teachers also help students learn how to use technology positively and productively. They also teach digital ethics, such as protecting privacy, preventing cyber attacks, and recognizing the negative effects of social media use. With the increasing use of technology, students are not only more adept at navigating the digital world but are also able to take advantage of the various opportunities provided by progress.

Overall, the data presented in Figure 1 shows that the transformation of Islamic Religious Education through the use of ADLX in the digital era has a positive impact on several important aspects of education. High student involvement is a major factor in the development of other aspects, such as character development, critical thinking, learning motivation, academic achievement, and technology utilization. The combination of active learning, digital technology, and religious teaching creates a holistic learning environment that is relevant to modern needs. However, this also requires cooperation from all parties, starting from innovative teachers, technological infrastructure, and ending with student participation and the school environment. Monitoring and assessment of the use of technology are also important to ensure that the use of digital media is safe and not misused. Thus, the transformation of Islamic Religious Education through ADLX in the digital era can be an inspiring and sustainable learning model, forming a generation of Muslims who are intelligent, have character, and are adaptive to the development of the times.

The use of the ADLX model in Islamic Religious Education (PAI) education has a significant long-term impact, not only in improving learning outcomes, but also in developing student character. The ADLX model encourages active learning, deep understanding, and relevant learning experiences so that students are not only able to understand the material but also apply religious principles in everyday life contextually. In addition, this model equips students with 21st-century skills such as critical thinking, teamwork, and digital literacy, all of which are highly valued in today's global society. Students who engage in active learning through ADLX will face increasingly complex academic and social challenges, so that they are accustomed to thinking analytically and acting wisely in various situations. Thus, the application of ADLX in PAI learning not only improves academic achievement but also forms character and life skills that are relevant to facing the dynamics of the modern era. This is in line with the results of studies that show an increase in students' motivation, involvement, and critical thinking skills through the ADLX model (Auliyah, 2022; Ismiatiningsih et al., 2023; Utami, 2023).

Conclusion

The transformation of Islamic Religious Education through the Active Deep Learner Experience (ADLX) approach in the digital era has a significant impact on the quality of the process and student learning outcomes. The ADLX model can effectively overcome the monotony and rigidity that have been problems in traditional Islamic Religious Education. By integrating digital technology and encouraging active and collaborative learning, ADLX not only increases student engagement and motivation, but also encourages character development, critical thinking skills, and better academic performance. In addition, the implementation of ADLX offers a more contextual and timely learning experience without sacrificing Islamic values and character in the classroom. The combination of teacher skills, school culture, and student engagement are key factors in the successful implementation of this model. The results of the study indicate that ADLX can be an innovative solution in developing Islamic Religious Education curriculum and learning methods that are adaptive to technological advances and educational challenges in the 21st century. This research is expected to be able to provide an important contribution to the development of Islamic religious education that is more innovative, relevant, and able to answer the challenges of the times

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