

## Integration of the Concept of the Pai Material Curriculum with the Love Curriculum and Deep Learning Approach

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**ABSTRACT:** This study aims to explore the integration of an Islamic Religious Education (PAI) curriculum model that incorporates the Love Curriculum and Deep Learning approach to foster early childhood character grounded in compassion, empathy, and harmonious relationships with Allah, fellow humans, and the environment. Utilizing a qualitative descriptive literature review method, data were gathered from journals, books, and articles related to PAI, the Love Curriculum, and Deep Learning through databases such as Google Scholar and institutional repositories (2018–2025). The data collection procedure involved keyword searches, screening, and documentation, analyzed using thematic content analysis to identify key themes, gaps, and novelties. The findings reveal that the integration of the Love Curriculum enriches the affective dimension of PAI, while Deep Learning, through project-based learning and deep reflection, enhances the understanding and application of Islamic values in daily life. This model effectively shapes students' religious, moral, and social character, supported by strengthened teacher competencies. The study provides practical guidance for educators and enriches the theory of a holistic PAI curriculum relevant to modern needs.

**KEYWORDS:** Deep Learning; Love Curriculum; Islamic Religious Education

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### I. INTRODUCTION

The Love Curriculum, as a progressive initiative inspired by the teachings of the Qur'an and hadith, integrates four main pillars namely love for God (*Hablum Minallah*), fellow human beings (*Hablum Minannas*), environment (*Hablum Bi'ah*), and homeland (*Hubbul Wathan*) into PAI subjects such as Moral Faith, Fiqh, and Islamic Cultural History. Where students are invited to not only memorize religious concepts cognitively, but also internalize these values through experiential learning methods, project-based learning, and deep reflection that promote meaningful understanding and practical application in daily life (Ministry of Religion, 2025).

The integration of the concept of the Islamic religious education curriculum (PAI) with other curricula, such as the Love Curriculum and the deep learning approach, is an important need in the context of contemporary education. In an effort to create an inclusive, holistic, and relevant education, this approach not only provides space for the teaching of spiritual values and character, but also prioritizes the cognitive development and skills of the digital age that are urgently needed today (Anas & Iswantir, 2024; Purwanto et al., 2019).

The educational curriculum in Indonesia, especially related to PAI, must be able to keep up with the times and meet the increasing demands of digital literacy. Several studies show how the integration of digital literacy in the educational curriculum can increase the relevance and adaptability of teaching materials to the needs of current students (Ansori, 2021; HS et al., 2024; Meyanti & Lasmawan, 2023). For example, the integration of Islamic values in STEM-based curricula has also been discussed with a focus on how this approach can shape students' character and competencies as a whole (Ridwan et al., 2023).

The concept of the "Love Curriculum", which includes the values of love for God, humans, and nature, needs to be formulated in a framework that can be applied in learning (Marwiji et al., 2024; Wahfiah & Pamungkas, 2023). Within this framework, the *deep learning* that emphasizes deep and meaningful learning experiences that are expected to support the understanding and application of these values in daily life (Pribadi et al., 2024; Widodo & El-Yunusi, 2023). By using effective integration methods, teaching can be more engaging and relevant, encouraging students to be more actively involved in the learning process (Firmansyah, 2020; Khoirurrijal, 2020).

From a curriculum development perspective, it is important to consider curriculum design that not only blends theory and practice, but also responds to educational challenges in the era of globalization (Ridwan et al., 2023; Sugiarto, 2021). Through thorough research, the integration between the PAI curriculum and new methodologies such as deep learning can help create an

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adequate learning experience and promote the human and Islamic values needed in a pluralistic society (Ashari, 2021; Kusumawati & Nurfuadi, 2024).

This research aims to develop an Islamic Religious Education (PAI) curriculum model that integrates the Love Curriculum and *the Deep Learning approach* to form early childhood characters based on the values of compassion, empathy, and harmonious relationships with Allah, others, and the environment, as well as to develop practical guidelines for educators to implement deep, reflective, and meaningful learning; the benefits include enriching the theory of the PAI curriculum, improving the quality of learning through a holistic approach, strengthening character education based on Islamic values, and having a positive impact on the formation of more empathetic and collaborative student attitudes and behaviors in educational institutions.

Therefore, this study introduces the concept of "Love Curriculum" as a new approach in the PAI curriculum, which emphasizes the development of the values of compassion, empathy, and harmonious relationships with God, fellow humans, and the environment. This approach combines Islamic teachings on love (*mahabbah*) with relevant learning practices for children. This research also proposes the application of *Deep Learning* strategies in PAI learning, such as project-based learning, deep reflection, and collaboration, to create more meaningful learning experiences. This approach allows students not only to understand PAI material cognitively, but also to internalize Islamic values emotionally and practically.

## II. METHOD

This research method uses a literature study approach (*library research*) with a type of descriptive qualitative method to analyze the integration of the curriculum concept of Islamic Religious Education (PAI) material with the Love Curriculum and *the Deep Learning* learning approach. The data used are qualitative, in the form of texts from secondary literature sources such as scientific journals, educational textbooks, conference articles, and theses related to PAI, love-based curriculum, and Deep Learning, collected from databases such as *Google Scholar* and *repositories* of Indonesian educational institutions with inclusion criteria: relevant to the topic, published between 2018-2025, in Indonesian or English, and sourced from journals Accredited.

Literature study is a data collection technique that aims to find information and resources through print and online literature that supports the creative process. After collecting the data, the next step is to research the information gathered and highlight relevant material related to the topic to facilitate the creative process. The next stage is to compile the records that have been collected by trimming them using their own language. The validity of research results can be strengthened by references from previous works such as journals, theses, dissertations, research reports, and other sources.

## III. RESULT

The integration of the concept of the Islamic Religious Education (PAI) curriculum with a deep learning approach (*Deep Learning*) and the love curriculum is important in creating a holistic educational environment that is relevant to the needs of the modern era. This integrated learning seeks not only to transfer knowledge but also to build students' character and social awareness.

| Integration Strategy              | Brief Description                                                        |
|-----------------------------------|--------------------------------------------------------------------------|
| Character-based learning          | Instilling the values of love, empathy, and morality in PAI activities   |
| Active learning model & HOTS      | Using projects, discussions, inquiries, and problem solving              |
| Contextualization of the material | Relate PAI material to actual issues and daily life                      |
| Strengthening teacher competence  | Training, mentoring, and collaboration to support curriculum integration |

Based on this learning table, it focuses on instilling spiritual, moral, and social values that are relevant to Islamic Religious Education (PAI). Teachers not only deliver cognitive material, but also guide students to have the character of love, empathy, and mutual respect. Learning activities are directed to foster awareness that religious knowledge must be reflected in daily attitudes and behaviors.

This strategy invites students to think critically, creatively, and reflectively through an active learning approach. For example, using the project method (*project-based learning*), group discussions, inquiry, and problem solving. With the HOTS (*Higher Order Thinking Skills*) approach, students not only memorize religious concepts, but also analyze, evaluate, and apply Islamic values in a real context.

PAI material is linked to actual issues and daily life experiences to make learning more relevant. For example, discussing verses about the environment is associated with the issue of climate change, or the value of honesty is associated with the phenomenon of corruption. In this way, students understand that Islamic teachings are not something abstract, but real solutions in social life. Then teachers are the main key to the success of the integration of a love-based curriculum. Therefore, strengthening competencies is carried out through continuous training, mentoring, and collaboration between teachers. This supports teachers to be able to design creative, contextual learning, and be able to guide students emotionally and spiritually, not only academically.

### IV. DISCUSSION

The modern PAI curriculum emphasizes character development, moral values, and spirituality, in line with the essence of the love curriculum that fosters compassion, empathy, and human values. This integration can be done by combining character-based and spiritual learning, as well as instilling the value of love in every PAI learning activity, both inside and outside the classroom. The results of the study showed that the application of active and character-based methods in PAI was effective in forming religious character and reducing student offenses 34. A curriculum that combines traditional and modern values also strengthens moral integrity and adaptability to the challenges of the times (Habib Zainuri, 2024).

Pendekatan *deep learning* emphasizing deep understanding, critical thinking, and fun contextual learning. In the context of PAI, deep learning can be applied through project-based learning models, problem-based learning, as well as inquiry and contextual approaches. This encourages students to analyze, evaluate, and solve real problems, so that religious understanding is not just memorization, but also the internalization of values and applications in daily life (Hidayat & Haryati, 2025). Deep learning also requires teachers to be able to relate PAI material to actual issues and relevant to students' lives.

Deep learning approach (*deep learning*), as revealed in a study by Nurhidin (2021), allowing students to actively participate in the learning process. This can be done through curriculum design that supports active, collaborative, and reflective learning. By putting forward hands-on experience and discussion in the context of PAI, students not only learn theory but can also apply it in real-world situations, reinforcing the understanding of concepts and the relevance of the material being taught.

Research by HS et al. (2024) shows that this collaboration can improve the quality of PAI learning and its relevance to the national curriculum. Thus, the integration of a solid PAI curriculum, based on love values and a deep learning approach will shape a generation that is not only academically intelligent but also has strong character and cares about their social environment.

Research on the Ministry of Religion's Love curriculum and the application of deep learning in Islamic Religious Education (PAI) learning shows a significant influence on the teaching and learning process. The Ministry of Religion's Love Curriculum, which emphasizes the internalization of religious values in the context of education, aims to shape the character of students in accordance with religious and social norms (Ainurrosidah et al., 2018). In this context, the use of active learning-based learning methods, which allow students to actively participate in the learning process, has been shown to be effective in improving the understanding of PAI material (Zulhijra et al., 2024).

As part of education modernization, the application of technology such as deep learning is expected to increase the effectiveness of PAI teaching. As explained by Raup et al., deep learning technology is able to solve complex problems faced in learning, including analyzing learning data and providing more personalized feedback to students (Raup et al., 2022). The results show that the use of e-learning that utilizes deep learning in PAI learning allows for more efficient management of learning resources, while increasing educational accessibility (Rohana et al., 2023).

Studies related to the application of deep learning in various fields, including education, show that techniques such as Convolutional Neural Networks (CNN) can be used to analyze educational data efficiently (Raup et al., 2022). In PAI learning, this technique can be applied to analyze students' responses to learning methods and teaching materials, so that it can help in designing a more adaptive curriculum. In addition, the use of technology-based learning media such as e-learning is becoming increasingly important in today's educational process, helping to bridge the gap between theory and practice in PAI learning (Iqbal, 2024).

The integration of the Ministry of Religion's Cinta curriculum with the use of *deep learning* provides opportunities to increase the effectiveness of PAI learning. This technology not only helps in analyzing and manipulating educational data, but it also supports more inclusive and interactive learning characteristics. Therefore, further development in the application of this technology must continue to be encouraged in order to produce PAI teaching that is more informative and responsive to the needs of students

### CONCLUSIONS

The integration of the concept of the Islamic Religious Education (PAI) curriculum with the Love Curriculum and *the Deep Learning* learning approach results in a holistic, relevant, and effective educational model in shaping the character of early childhood. The Love Curriculum, which is based on the values of compassion, empathy, and harmonious relationships with Allah, fellow humans, the environment, and the homeland, enriches the affective and psychomotor dimensions in PAI learning. The Deep Learning approach, through methods such as project-based learning, inquiry, and deep reflection, encourages students to not only understand religious concepts cognitively, but also to internalize and apply Islamic values in daily life. This research shows that such integration increases student engagement, strengthens religious, moral, and social character, and the relevance of learning to actual issues. In addition, strengthening teacher competence through training and collaboration is the key to the successful implementation of this model. Thus, this integration not only enriches the theory of the PAI curriculum, but also provides practical guidance for educators to create meaningful, inclusive, and supportive learning in the modern era.

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