



# Active Deep Learner Experience as an Instructional Strategy in Qur'anic Learning: Links to Engagement, Comprehension, and Retention

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## Abstract

This study aims to explore the implementation of the Active Deep Learner Experience (ADLX) method in Qur'anic learning, and to identify the supporting and hindering factors of its application. The research employs a qualitative approach with a descriptive design. Data was collected through in-depth interviews, participatory observations, and documentation involving the school principal, vice principal, Qur'an coordinator, Qur'an teachers, and 11th-grade students. The findings indicate that the application of the ADLX method in Qur'anic learning has fostered a more active, innovative, and enjoyable learning environment. The learning process is no longer teacher-centre but encourages the active involvement of students in understanding the meanings of Qur'anic verses. This is achieved through stages that include an opening, the core activities (which involve the practice of good manners, *talaqqi* memorization, and memorization reviews), and a closing with reflection. The supporting factors include adequate facilities and infrastructure, supporting extracurricular programs such as *mukhayyam* Al-Qur'an and MHQ, ongoing teacher training, and effective coordination among stakeholders. However, there are also hindering factors, including the lack of teacher understanding of the new method, the need for adaptation to the Merdeka Curriculum, and the demand for higher creativity from teachers. This research contributes to the development of more holistic and meaningful Qur'anic learning methods in line with the Merdeka Curriculum. The study also emphasizes the challenge of balancing innovation in pedagogy with teacher readiness and curriculum alignment, which are critical for the successful integration of new learning methods.

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## Introduction

The development of the national education curriculum, marked by the introduction of the Merdeka Curriculum, has brought new opportunities for educational innovation, including in Qur'anic learning. The program, initiated by the Minister of Education and Culture, aims to foster a liberating educational environment by granting schools, teachers, and students the freedom to innovate, learn independently, and develop their creativity (Winoto, 2022). This initiative aligns with the essence of the national education law, promoting the optimal development of students' potential (Pak et al., 2020). The Merdeka Curriculum emphasizes a student-centre learning approach, where students are no longer passive recipients of knowledge but active participants in their learning journey. Teachers take on the role of facilitators, creating a conducive learning environment, providing diverse learning resources, and encouraging students to explore knowledge independently (Mukhibat et al., 2024). The focus of learning shifts from merely achieving academic grades to fostering the holistic development of students' character and competencies.

In the context of integrated Islamic schools, the Integrated Islamic School Network (JSIT) has formulated the Active Deep Learner Experience (ADLX) method as a response to the demands of the Curriculum. JSIT, in collaboration with the Ministry of Education and Culture, developed this educational approach to align with the concept while maintaining Islamic values across all aspects of learning. The ADLX method is an innovation designed to address the challenges of Islamic education in the modern era. In (Chen et al., 2020) perspective, ADLX integrates Active Learning and Deep Learning in a process that aims to provide meaningful learning experiences for students. This approach emphasizes that learning is a holistic experience shaped by the full range of interactions between learners and various elements, including content, teaching methods, facilitators, peers, practice, play, technology, and the learning environment. These interactions—mental, physical, and emotional—play a crucial role in influencing the depth and durability of learning, ensuring that students engage with the material on a profound level and retain their knowledge over time (Levin, 2024).

The integration of the Merdeka Curriculum with innovative teaching methods such as Active Deep Learner Experience (ADLX) has gained significant attention in recent research. Studies have highlighted the positive impact of student-centre learning in fostering critical thinking and independent learning. (Mukhibat et al., 2024) emphasized that the program facilitates an environment that nurtures student autonomy and creativity, aligning with findings from (Roome & Strategy, 2017), who found that educational reforms promoting independent learning lead to improved problem-solving skills in students. Furthermore, research by (Cantor et al., 2021) underscores that the role of teachers as facilitators in the student-centre approach enhances student engagement and overall learning outcomes. The ADLX method, introduced by (Levin, 2024), was shown to enhance deep learning by promoting meaningful interactions between students, content, and the learning environment, which

leads to greater retention of knowledge. Additionally, studies by (Hawley, 2005) demonstrated that holistic learning approaches, which integrate emotional, physical, and cognitive interactions, significantly improve students' ability to apply knowledge in real-world scenarios. The effectiveness of this integrated method was further corroborated by (Weng et al., 2023), who found that combining active and deep learning approaches in the classroom leads to enhanced student performance and engagement. Finally, research by (Jamil & Bhuiyan, 2021) highlighted the cultural adaptability of the ADLX method, particularly in Islamic educational contexts, noting its success in balancing modern pedagogical strategies with traditional values. These findings collectively support the potential of the ADLX method to address contemporary educational challenges while promoting a more engaging and holistic learning experience.

Although promising results of student-centre learning approaches and the Active Deep Learner Experience (ADLX) method, there remains a research gap in understanding how these methods specifically translate into the context of Qur'anic learning in integrated Islamic schools. While previous studies have explored the effectiveness of ADLX in general educational settings (Chen et al., 2020), there is limited empirical evidence regarding its application in Islamic education systems, especially in relation to the Merdeka Curriculum. Furthermore, while the ADLX method has been widely recognized for its role in enhancing deep learning and student engagement, its integration with the unique values and teachings of Qur'anic education is yet to be thoroughly investigated. This gap in research limits our understanding of how to balance modern pedagogical strategies with traditional religious content. Therefore, this study is significant as it aims to bridge this gap by providing insights into the implementation of ADLX in Qur'anic learning environments, exploring both its potential benefits and challenges.

The primary purpose of this research is to explore the implementation of the Active Deep Learner Experience (ADLX) method in Qur'anic learning at SMAIT Al-Fityan School Medan, with a focus on identifying both the supporting and hindering factors of its application. This study seeks to provide empirical evidence of how ADLX can enhance student engagement and understanding of the Qur'an while aligning with the principles of the Merdeka Curriculum. By examining the practical application of this method in an Islamic educational setting, the research will offer valuable insights into the effectiveness of ADLX in promoting meaningful and holistic learning experiences in the context of Qur'anic education.

## Methods

This study adopts a qualitative case study design, chosen for its capacity to explore and describe the implementation of the Active Deep Learner Experience (ADLX) method in Qur'anic learning in depth. A case study approach is ideal for investigating specific educational practices within their real-life context, allowing for detailed, comprehensive insights into the practices, challenges, and outcomes of the ADLX method (Ary et al., 2009). This approach is particularly useful for

uncovering complex phenomena, such as educational methods, that cannot be fully understood through quantitative measurements alone (Creswell, 2007). The case study design will help provide a thorough understanding of the specific setting in which the ADLX method is implemented, examining how it affects both students and teachers (Cohen et al., 2007).

The study is conducted at SMAIT Al-Fityan School Medan, North Sumatra. This location was selected due to its implementation of the ADLX method in Qur'anic learning. The school is recognized as an integrated Islamic school with a well-structured Qur'anic learning program, featuring both *takhsusus* (advanced) and regular classes with varying memorization targets. This setting offers a unique opportunity to study the ADLX method in action within an Islamic educational framework, providing valuable insights into its practical application and effectiveness in Qur'anic education. The data collection techniques employed in this study include observations, interviews, and documentation (Leavy & Patricia, 2017). As the primary instrument of the study is human instrument, and the researcher will focus on selecting appropriate informants (e.g., school principals, Qur'anic teachers, and students) and gathering relevant data through direct interactions. To assist with the data collection process, a set of observation guidelines, interview protocols, and documentation guidelines have been prepared in advance (Smith et al., 2009). These tools ensure consistency and clarity in capturing detailed and reliable data, which will help in understanding the implementation of the ADLX method in Qur'anic learning.

Data analysis in this study follows the model developed by Miles and Huberman, consisting of three main stages that occur simultaneously with the data collection process: Data Reduction: This step involves summarizing, focusing, and selecting key information, identifying themes and patterns, and eliminating unnecessary details. Given the large amount of data gathered, it is crucial to focus on relevant information that directly addresses the research questions.; Data Display: The reduction process is followed by organizing the data into clear, structured displays, such as tables, charts, or matrices, that allow for easy interpretation and comparison of the findings. Conclusion Drawing and Verification: The final stage involves interpreting the data and drawing conclusions based on the patterns and insights derived from the data displays. Verification is an ongoing process throughout the analysis to ensure the validity and credibility of the conclusions.

To ensure the validity and credibility of the research findings, triangulation techniques will be employed. Triangulation involves the use of multiple data sources, methods, or time points to verify the consistency and accuracy of the data (Cohen et al., 2007). The following types of triangulation will be applied: Source Triangulation: This involves collecting data from different sources (e.g., school principal, teachers, and students) to gain a comprehensive understanding of the ADLX method's application and effectiveness.; Method Triangulation: Different data collection techniques (e.g., observations, interviews, and documentation) will be used to gather information from the same source, allowing for cross-checking and enhancing the richness of the data. Time

Triangulation: Data will be collected at different times to assess the consistency of the findings over time and ensure that the data accurately reflects the ongoing implementation of the ADLX method (Bridges, 2017). This triangulation process will help establish the trustworthiness of the study's results and contribute to its overall validity.

## Finding and Discussion

### Finding

The Active Deep Learner Experience (ADLX) method is defined as an instructional strategy that integrates Active Learning and Deep Learning principles to enhance students' engagement, comprehension, and retention. In the context of Qur'anic learning, ADLX aims to create a more interactive and meaningful learning experience where students actively participate in the learning process through various activities such as collaborative discussions, memorization practices, reflection, and interactive learning tools (Archer-Kuhn et al., 2020). This approach contrasts with traditional teacher-centre methods by fostering student autonomy and deeper engagement with the material (Natarajathinam et al., 2021), ultimately leading to better retention and application of Qur'anic knowledge.

According to the Qur'anic teacher, "The ADLX method has transformed how we teach Qur'anic studies. Students are no longer passive recipients of information but become active participants. The inclusion of activities like *talaqqi* (verbal memorization) and reflective discussions significantly improves their understanding of the material." This reflects the impact of ADLX on student engagement and comprehension, indicating that active participation leads to a more profound understanding of the Qur'anic text. The teacher further stated that students are more motivated to engage in learning when the process is interactive and incorporates their personal reflections on the text. A student from the 11th grade shared, "Before we started using the ADLX method, I would memorize verses without truly understanding them. Now, we discuss and reflect on their meanings in groups, and I can connect the verses to real-life situations. This makes learning more enjoyable and easier to remember." This interview highlights the effectiveness of ADLX in improving comprehension and retention, as students actively interact with the Qur'anic text and relate it to their own experiences. The emphasis on understanding the verses, rather than rote memorization, enhances their ability to retain the material long-term.

Through direct classroom observations, it was evident that the ADLX method promotes a high level of student engagement. Students were seen actively participating in group discussions, engaging with their peers to explore the meanings of Qur'anic verses, and offering personal insights. The classroom environment was dynamic, with students frequently asking questions and seeking clarification. This active engagement fostered a more vibrant learning environment, as opposed to the traditional lecture-style approach, where students primarily listen without interacting with the material. From the

observation, it became clear that ADLX's student-centre approach increased both engagement and retention of Qur'anic knowledge. The data collected from interviews and observations consistently show that ADLX significantly enhances student engagement, comprehension, and retention in Qur'anic learning. By shifting the focus from teacher-centre to student-centre learning, students become more involved in the learning process through activities that require their active participation and personal reflection. This leads to a deeper understanding of the Qur'anic text and improved long-term retention. The integration of activities like group discussions and *talaqqi* helps students form connections between the material and their own lives, making the learning process more relevant and meaningful.

The pattern emerging from the data indicates that the ADLX method fosters a more interactive and engaging learning environment. Students are not just memorizing Qur'anic verses but are actively engaging with the text through discussions, reflections, and collaborative learning activities. This shift towards active participation is closely linked to improved comprehension and retention of the material. Furthermore, the data suggests that when students take an active role in their learning, they are more likely to retain and apply their knowledge in the long term, demonstrating the effectiveness of ADLX as an instructional strategy in Qur'anic education.

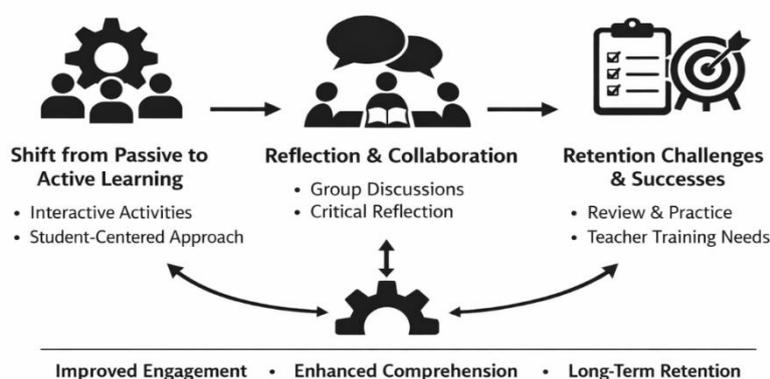
Table 1. Active Deep Learner Experience

Element	Statement	Description
Operational Definition	The ADLX method integrates Active Learning and Deep Learning principles to enhance student engagement, comprehension, and retention in Qur'anic learning.	ADLX aims to create an interactive, student-centre learning environment that encourages active participation through discussions, reflection, and memorization practices, leading to deeper engagement and better retention.
Interview Result 1 - Teacher	"The ADLX method has transformed how we teach Qur'anic studies. Students are active participants now."	The teacher observes that ADLX fosters a more interactive environment, improving both student engagement and comprehension through active activities like <i>talaqqi</i> and group reflections.
Interview Result 2 - Student	"Before ADLX, I memorized verses without understanding them. Now, we discuss and connect them to real-life situations, which makes learning more enjoyable."	The student highlights the shift from rote memorization to meaningful learning through discussions, reflecting a significant improvement in understanding and retention of Qur'anic verses.
Observation Results	In the classroom, students were actively engaging in discussions, asking questions, and reflecting on the Qur'anic verses.	The observation reveals that ADLX promotes an active learning environment where students are engaged and interact with the material, fostering better

		comprehension and long-term retention.
Researcher's Interpretation	The data consistently shows that ADLX enhances student engagement, comprehension, and retention by shifting from teacher-centre to student-centre learning.	The researcher concludes that ADLX's interactive approach significantly improves students' understanding of the Qur'anic text, making the learning experience more relevant and enhancing memory retention.
Pattern of Data	The pattern indicates that ADLX fosters active participation, leading to improved comprehension and retention of Qur'anic knowledge.	The data suggests that when students are actively involved in their learning, they better understand and retain the material, demonstrating ADLX's effectiveness in Qur'anic education.

## Implementation of Active Deep Learner Experience (ADLX) as an Instructional Strategy in Qur'anic learning

Figure 1. three sub-sections focused on Active Deep Learner Experience



### Implementation of ADLX: Shifting from Passive to Active Learning in Qur'anic Education

The Active Deep Learner Experience (ADLX) method in Qur'anic learning marks a significant shift from traditional teacher-centre pedagogies to more dynamic, student-centre approaches (Rathi et al., 2023). In conventional Qur'anic education, the role of students often revolves around passive listening, memorization, and following the instructions of the teacher without significant interaction with the material. This passive approach, while effective for memorization, does not actively engage students in deeper understanding or critical reflection on the Qur'anic content. The ADLX method, however, redefines the role of students as active participants in the learning process, engaging them directly with the text, the teacher, and their peers through various interactive and reflective activities (Eze & Quayle, 2022).

At the locus of research, teachers have reported a notable transformation in student engagement with Qur'anic learning. Instead of merely receiving information from the teacher, students are now encouraged to take an active role in their learning journey. The process begins with interactive activities, such as

peer discussions where students share their interpretations of Qur'anic verses and collaborate to explore their meanings. This approach fosters a deeper connection with the material as students are not only absorbing information but also engaging critically with it. Teachers facilitate these discussions, guiding students to think beyond the surface level and encouraging them to relate the Qur'anic teachings to their own lives and experiences (Nahmiash & Reis, 2000).

Group reflections, another key component of the ADLX method, further amplify student engagement. After group discussions, students are given opportunities to reflect individually on what they have learned and how it resonates with them personally. This reflection phase encourages critical thinking and self-assessment, allowing students to form their own interpretations and gain a deeper understanding of the material (Kgari-Masondo & Ngwenya, 2020). The process of reflecting on and discussing the verses with peers also creates an environment where students feel more comfortable sharing their thoughts and questions, fostering a more collaborative learning culture (Bodycott et al., 2014). It shifts the focus from passive reception of knowledge to an active construction of meaning.

A notable feature of ADLX implementation is its use of hands-on memorization techniques, such as *talaqqi* (oral memorization). In the traditional setting, memorization often occurs in isolation, with students simply repeating verses in a mechanical manner. ADLX, however, integrates *talaqqi* into a more interactive and meaningful learning experience. Students engage in oral recitation with their peers and teachers, receiving immediate feedback and guidance. This process not only improves their memorization but also allows them to connect emotionally and cognitively with the verses. As students reflect on the meaning of the verses while memorizing them, their engagement with the text becomes more holistic.

The shift to this active learning environment has had a profound impact on student motivation and classroom dynamics (Donnelly, 2007). Teachers have observed that students are more motivated to participate actively in their learning, displaying increased enthusiasm and curiosity about the Qur'anic content. This shift in behaviour is especially evident in students who were previously disengaged or struggled with traditional memorization methods. By fostering an environment that prioritizes student involvement, the ADLX method has not only improved academic engagement but has also contributed to a more vibrant classroom atmosphere where students take ownership of their learning.

The classroom atmosphere has evolved into one that is far more dynamic and interactive compared to traditional Qur'anic learning environments. Students now actively contribute to the learning process, asking questions, offering insights, and engaging in discussions (Ringström et al., 2012). This increased student involvement has made the classroom a more collaborative space, where learning is seen as a collective effort rather than an individual task. Through ADLX, students have developed a greater sense of responsibility for their own learning and a deeper connection to the Qur'anic content. This approach not only enhances their academic performance but also encourages them to become

lifelong learners who are motivated to continue exploring the Qur'an beyond the classroom.

### **Practical Application of ADLX: Integrating Reflection and Collaboration in Qur'anic Learning**

The integration of reflection and collaboration in the Active Deep Learner Experience (ADLX) method plays a pivotal role in transforming how students engage with Qur'anic texts. Unlike traditional Qur'anic learning methods, which often focus primarily on memorization and teacher-centre lectures, ADLX emphasizes the importance of both individual and collective reflection. Through this method, students are given opportunities to pause and reflect deeply on the meaning and relevance of Qur'anic verses. By engaging in these reflective practices, students are encouraged to connect the teachings of the Qur'an to their own lives, enhancing personal understanding and fostering a more meaningful relationship with the material (Abrahamse et al., 2015).

In the classroom, the reflection process is not limited to passive thinking; rather, students are encouraged to participate in dynamic discussions that promote critical thinking. Group discussions are an essential part of the ADLX approach. During these discussions, students work together to analyse and interpret Qur'anic verses, sharing insights, asking questions, and challenging each other's viewpoints. This collaborative environment encourages diverse interpretations, allowing students to consider the Qur'anic teachings from multiple perspectives. By learning from one another, students develop a deeper understanding of the text and begin to appreciate the nuances and richness of the Qur'an, which they might have missed if learning individually (Kuipers & Verschuren, 2023).

Individual reflections also play a crucial role in the ADLX method, providing students with time to internalize and personalize their learning. After group discussions, students are encouraged to write or speak about their personal understanding of the Qur'anic verses, reflecting on how these teachings resonate with their experiences. This process encourages students to think beyond surface-level interpretations and delve into the spiritual and moral dimensions of the Qur'an. Teachers guide students by providing prompts or questions that encourage deeper reflection, helping them connect the Qur'anic teachings to their own ethical beliefs and actions (Segú Odriozola, 2023).

One of the significant advantages of integrating reflection and collaboration is the enhancement of comprehension. Through group discussions and individual reflections, students are not only memorizing the verses but also working to understand the deeper meanings and implications of the Qur'anic teachings. This active involvement in the learning process allows students to retain information more effectively and develop critical thinking skills (Terjesen & Politis, 2015). The teacher's role shifts from simply delivering content to facilitating a learning environment where students are encouraged to explore and question the

material. By fostering an open dialogue about the Qur'an, teachers help students engage with the text in a way that makes the learning process both intellectually stimulating and personally enriching.

The collaborative aspect of ADLX also contributes significantly to building a sense of community in the classroom. As students engage with one another in discussions and group activities, they build relationships based on mutual respect and shared learning goals. This sense of community fosters a supportive learning environment where students feel comfortable expressing their thoughts and opinions. Teachers have observed that this collaborative dynamic not only enhances student learning but also strengthens the overall classroom culture.(Parker, 2001) Students learn to value their peers' perspectives, listen actively, and engage in respectful dialogue, all of which are essential skills in both academic and social settings.

Furthermore, the ADLX method's flexibility allows for the adaptation of traditional Qur'anic learning to modern educational practices. While maintaining the integrity of Islamic teachings, ADLX integrates contemporary pedagogical strategies that emphasize active participation, collaboration, and critical reflection. This blend of traditional and modern approaches bridges the gap between classical Islamic education and current educational trends. The method provides students with the tools to engage with the Qur'an in a way that is both rooted in tradition and relevant to their lives in the modern world. As such, ADLX not only enriches students' understanding of the Qur'an but also prepares them to navigate the complexities of contemporary society with a deeper spiritual and ethical grounding.

### **Challenges and Successes in Implementing ADLX for Long-Term Retention of Qur'anic Knowledge**

The implementation of Active Deep Learner Experience (ADLX) in Qur'anic education has been met with both successes and challenges, particularly regarding long-term retention of Qur'anic knowledge. One of the major successes observed was the enhancement of student engagement and comprehension, which served as a foundation for better retention of the material(Golightly & Raath, 2015). ADLX, by shifting the focus from passive memorization to active participation, allowed students to interact more meaningfully with the content(Papavlasopoulou et al., 2019). This engagement facilitated deeper understanding and made the learning process more dynamic, which, in turn, positively influenced the retention of Qur'anic verses. The active involvement of students through discussions, reflections, and collaborative activities helped solidify their understanding of the Qur'anic teachings, making the retention process more natural and enduring.

Despite these positive outcomes, maintaining long-term retention of the Qur'anic material required continuous effort from both students and teachers. Teachers acknowledged that while students showed immediate improvements in engagement and comprehension, ensuring that they retained the material over extended periods remained a challenge. Long-term retention requires repeated

exposure to the material, and teachers realized that a one-time lesson or discussion was insufficient for sustained learning (Tynjälä, 1998). Regular review sessions, where students revisited previously studied material, were introduced to reinforce memorization (White et al., 2014). These review sessions were often combined with interactive activities like quizzes, flashcards, and group discussions, which encouraged students to recall and apply the material. These methods helped consolidate their learning, but they also highlighted the necessity for continuous engagement to ensure retention.

The use of reflection sessions proved particularly effective in reinforcing retention. After each learning session, students were given time to reflect on the verses they had studied, writing down their thoughts or discussing their understanding with peers. These reflection activities allowed students to internalize the content and make connections to their personal experiences, further embedding the knowledge in their long-term memory (Schultz & DeMers, 2020). However, despite these strategies, challenges arose when students struggled to make time for consistent reflection, especially during periods of heavy schoolwork or when they became disengaged from the content. Teachers had to emphasize the importance of these sessions and encourage students to make reflection a regular part of their learning process. This emphasized the need for a structured approach to reflection that would be incorporated into the daily learning routine (Koh & Kan, 2021).

The challenges in implementing ADLX was the teachers' need for ongoing professional development (Hung, 2015). While the ADLX method showed promise in improving student engagement and retention, teachers faced difficulty in effectively integrating the method into their existing teaching practices without proper training. The shift from traditional teacher-centre approaches to a more student-centre, active learning method required teachers to adapt their teaching strategies and adopt new pedagogical skills. Teachers reported that initially, they struggled with managing group activities, guiding student discussions, and using interactive tools effectively (Uhrmacher, 2009). To address these issues, continuous professional development programs were introduced, focusing on training teachers to utilize ADLX strategies effectively. This training helped teachers become more confident in their roles as facilitators of learning, enabling them to guide students more effectively through the process of active learning and long-term retention.

Another notable challenge was the variability in students' ability to engage with the material consistently. While some students thrived in the interactive, student-centre learning environment created by ADLX, others found it difficult to remain consistently engaged (Zhang et al., 2021). Students with weaker study habits or lower levels of intrinsic motivation often struggled to keep up with the active learning activities. This inconsistency led to disparities in the retention of Qur'anic verses, as some students did not benefit from the full potential of the ADLX method. Teachers had to adjust their strategies to accommodate these differences, providing additional support to struggling students. This often involved one-on-one sessions, peer tutoring, and extra review sessions to ensure

that all students, regardless of their initial level of engagement, had the opportunity to fully grasp and retain the material.

Although these challenges, the long-term retention of Qur'anic verses improved significantly as a result of the ADLX method's iterative process. By engaging in repeated active learning activities that included memorization techniques, reflection, and review, students were able to reinforce their learning over time (Ciraj et al., 2010). The method encouraged a cycle of continuous engagement with the material, ensuring that students revisited and reinforced their understanding of the verses. This iterative process of learning and review helped embed the knowledge deeper into students' long-term memory. Teachers noticed that students who consistently participated in these activities were more likely to retain the material long after the initial learning sessions, demonstrating the effectiveness of ADLX in promoting lasting retention (RUI et al., 2024).

And the last, the ADLX method's implementation has shown that the integration of active learning, reflection, and continuous review can significantly improve long-term retention of Qur'anic knowledge. The challenges encountered, such as the need for ongoing teacher training and varying student engagement, were addressed through structured support and continuous professional development. These efforts helped bridge the gap between short-term comprehension and long-term retention. However, the success of ADLX also depends on the commitment of both students and teachers to maintain an active, reflective, and iterative learning process. For future implementations, further research should focus on refining the methods of reinforcement and evaluating their effectiveness in different educational settings. This would provide valuable insights into how ADLX can be further adapted to ensure consistent long-term retention across diverse student populations.

### **Essential Aspects of Qur'anic Learning with Active Deep Learner Experience (ADLX) Instructional Strategy**

At this school, Qur'anic education is built upon a well-rounded approach that prioritizes not only the memorization and comprehension of the Qur'an but also focuses on character development, academic excellence, and leadership skills. These four essential aspects are designed to work together in fostering students' personal, intellectual, and spiritual growth, preparing them to be well-rounded individuals capable of contributing positively to society (Demirel Ucan & Wright, 2019). This holistic approach ensures that Qur'anic education is not just about understanding religious texts but also about applying these teachings to all facets of life (Alwafi, 2023).

The Qur'an forms the foundation of education, guiding the principles and values that shape the school's educational philosophy. Students are taught not only to memorize verses but also to deeply understand their meanings and how they apply to modern-day life. Through systematic memorization techniques, such as talaqqi (oral recitation) and review sessions, students develop a strong connection with the Qur'an, ensuring that they retain the verses over time (Dummer et al., 2008). Additionally, the focus is on reflection and interpretation,

where students are encouraged to think critically about the teachings of the Qur'an and how these can be integrated into their daily actions. The aim is to instilled a deep love for the Qur'an and foster a lifelong relationship with its teachings.

Character development is a key focus within the Qur'anic curriculum. The teachings of the Qur'an are not just theoretical knowledge; they are seen as a guide for building good character and ethical behaviour. Students are taught the importance of honesty, kindness, humility, and other core Islamic values, which are reinforced through both formal lessons and informal interactions(Adhi et al., 2022). The school fosters a nurturing environment where students are encouraged to embody these virtues in their daily lives. Teachers play a crucial role in modelling these values, and students are given opportunities to practice them through community service projects, peer interactions, and school activities. This emphasis on character ensures that students graduate not only with knowledge but also with a strong moral compass that guides their decisions and actions.

In addition to focusing on Qur'anic education and character development, the school is dedicated to maintaining high academic standards across all subjects. The school offers a well-balanced curriculum that integrates both religious and secular education, ensuring that students excel academically while deepening their understanding of the Qur'an. This dual focus prepares students for both spiritual and intellectual growth, enabling them to excel in fields beyond religious studies. Teachers use innovative teaching methods to encourage critical thinking, problem-solving, and creativity, allowing students to engage with academic content in meaningful ways. The academic program is rigorous, and students are held to high standards, helping them develop the skills and knowledge needed for future success in higher education and beyond.

And also, leadership development is an integral part of the educational process. The school aims to produce future leaders who are not only academically capable but also spiritually grounded and morally responsible(Latuconsina, 2023). Leadership training is incorporated into various aspects of the students' education, from classroom activities to extracurricular programs. Students are encouraged to take on leadership roles within the school, whether through organizing events, leading community service projects, or serving as role models for their peers(Saada & Magadlah, 2021). These opportunities allow students to develop the confidence, communication skills, and ethical leadership qualities that will serve them well in their future careers and personal lives. By fostering leadership skills, the school ensures that its graduates are equipped to lead with integrity and a sense of social responsibility.

The integration of Qur'anic education, character development, academic excellence, and leadership skills creates a holistic educational experience for the students. These four aspects are not taught in isolation but are interwoven into every aspect of the school's curriculum and daily activities. By combining religious education with academic and leadership development, the school prepares students to be well-rounded individuals who are not only knowledgeable in their faith but also equipped with the skills needed to succeed in a rapidly changing

world. This comprehensive approach ensures that students are fully prepared to face the challenges of the future, both as practicing Muslims and as responsible citizens (Lafrarchi, 2020). The synergy between these four key areas results in graduates who are not only knowledgeable but also compassionate, capable, and confident individuals ready to make a positive impact on society.

The school's focus on these four aspects is not just about achieving short-term goals; it is about instilling lifelong values and habits that students will carry with them throughout their lives. The school encourages continuous self-improvement, and the lessons learned in the areas of Qur'anic study, character development, academic success, and leadership are meant to serve as a foundation for future growth. Graduates leave the school not only with a deep understanding of their faith but also with the skills and mindset needed to navigate the complexities of the modern world. This commitment to holistic education ensures that students are prepared for lifelong success, both in their personal spiritual journeys and in their professional lives.

Table 1. Four Essential Aspects of Qur'anic Learning

Aspect	Description
Qur'an	The Qur'an is the core of the curriculum, focusing on both memorization and deep understanding. Students engage with the Qur'an through <i>talaqqi</i> (oral recitation), reflection, and discussion, fostering a strong connection to the text and its teachings.
Character Development	Character development is embedded in the Qur'anic teachings, where students are encouraged to embody Islamic values such as honesty, kindness, and humility. Through both formal and informal activities, students develop ethical behaviour and moral integrity.
Academic Excellence	The school maintains high academic standards by integrating both religious and secular education. Students are encouraged to excel academically in various subjects while grounding their knowledge in Qur'anic teachings.
Leadership Development	Leadership skills are cultivated through opportunities for students to take on roles such as organizing events and leading community projects. These activities prepare students to become ethical leaders with strong communication and decision-making skills.

### Supporting and Hindering Factors of Active Deep Learner Experience (ADLX) Instructional Strategy in Qur'anic learning

The implementation of the ADLX method in Quranic education is supported by several key factors that ensure its success. The first supporting factor is the strong commitment and full support from the school administration. The principal stated, "To implement the ADLX method in our school, we have full backing from all parties, preparing everything necessary for its implementation (Khilmiyaha & Suudb, 2020). Since this method is new to us, our reference point is the Integrated Islamic School Network (JSIT), which has facilitated workshops and training to support the application of this method. In essence, we provide all necessary support to ensure the success of the ADLX

method." This support is not just verbal but materialized through providing facilities, budget, time, and resources, which are essential for the smooth implementation of this new method. Without the school's commitment, the effective application of a new teaching method like ADLX would be challenging.

The second supporting factor is the adequate facilities for Quranic education. The school provides 17 classrooms equipped with air conditioning, projectors, and sufficient whiteboards, creating a conducive learning environment. The school also boasts a well-stocked library, offering Qurans, *Tafsir* books, and other essential references needed for learning. For students in the *takhasus* program, the school provides a dedicated dormitory that fosters an environment for focused Quran memorization, with intensive guidance. This dormitory becomes a crucial element in helping students achieve high memorization targets by providing them with a supportive and distraction-free environment, significantly contributing to their success in Quranic learning.

The third supporting factor is the wide array of extracurricular programs that complement classroom learning. The school organizes a variety of programs such as *Mukhayyam* Al-Qur'an, MHQ, Home Stay, *Rihlah Qur'aniyyah*, visits from prominent figures, *Haflah* Al-Qur'an, and others that offer rich learning experiences. These programs support not only the cognitive and psychomotor aspects of memorization and recitation but also the affective and spiritual aspects, such as motivation, love for the Quran, and commitment to its practice. These activities help create a holistic educational experience for the students, reinforcing their connection to the Quran beyond just academic learning.

The fourth supporting factor is continuous teacher training and mentorship. The Vice Principal of Curriculum emphasized, "The most important support comes from the school providing adequate and suitable facilities, as well as training related to ADLX conducted by JSIT. Teachers are also provided with examples of how to create teaching modules. At the end of each week, we hold evaluations to assess what needs to be improved or developed." Teacher training is not a one-time event but a continuous process aimed at enhancing teacher competencies. Training sessions, provided by JSIT and the Education Department, cover topics like the ADLX concept, the Independent Curriculum, module creation, active learning strategies, and authentic assessment, ensuring that teachers are well-equipped to implement the method effectively. Additionally, JSIT provides ongoing mentorship by visiting the school, observing lessons, and offering feedback for improvement.

The fifth supporting factor is the regular and consistent evaluations conducted throughout the learning process. Evaluations are not only carried out at the end of the semester but occur weekly for Quranic lessons. Every weekend, the Quran coordinator meets with all Quran teachers to evaluate the past week's lessons, address any challenges faced, and collaboratively find solutions. This routine ensures that any issues are promptly identified and addressed, allowing for continuous improvement in the teaching and learning process. Furthermore, school-wide evaluations across all subjects ensure the effective implementation of the ADLX method in every classroom.

The sixth supporting factor is the strong coordination and collaboration among stakeholders. The coordination between the Quran coordinator and the Quran teachers is effective, characterized by frequent communication and teamwork in addressing issues. There is also strong collaboration between Quran teachers and class advisors, with both parties working together to monitor students' progress and handle any issues that arise. Additionally, parents play a vital role by supporting learning at home through regular monitoring of their children's recitation and memorization, as well as participating in activities such as Tasmi' Al-Qur'an. This collaborative environment ensures that the learning process is well-supported both inside and outside the classroom.

The seventh supporting factor is the high level of enthusiasm and motivation among the students. Most students show a keen interest in the Quranic lessons conducted using the ADLX method, finding the learning experience engaging, dynamic, and meaningful. Their motivation is further fuelled by clear memorization targets, a fair reward and punishment system, and the support from both their peers and teachers. This enthusiasm and motivation become positive driving forces that contribute significantly to the success of the learning process, creating a productive and encouraging atmosphere for Quranic education.

Despite the successful implementation of the ADLX method, there are several challenges that need to be addressed. The Vice Principal of Curriculum mentioned, "There are pros and cons to the ADLX method. In fact, there are more advantages than disadvantages. Since we are still in the learning process with this method, the most important aspect is how it is specifically applied in our school. However, its implementation in the classrooms has not been maximized yet, though most of us have already started using this method."

The first hindrance is the lack of understanding and experience among teachers regarding the ADLX method. The Quran Coordinator explained, "Actually, the barriers to implementing ADLX aren't too significant, but since it is a new program, some teachers are finding it difficult because they are not yet accustomed to it, particularly with the change from lesson plans to teaching modules, and teachers are expected to be more creative. The main challenge lies in the teachers' limited skills and understanding of how to apply ADLX. Hopefully, we will continue to improve and evaluate." The ADLX method is relatively new and was not part of the teacher training curriculum, meaning teachers are not familiar with it and need time to fully understand and practice it. Many teachers still struggle to create teaching modules that align with the ADLX principles, design active and in-depth learning activities, and facilitate student discussions and reflections. This is understandable given the novelty of the method, which requires a shift from a teacher-centre approach to a more student-centre approach.

The second challenge is the adaptation required for the implementation of the Merdeka Curriculum. The transition from the 2013 Curriculum to the Merdeka Curriculum has brought significant changes in lesson planning and teaching methods. These include shifts from lesson plans (RPP) to teaching modules, changes in assessment formats, reporting of learning outcomes, and other

adjustments that require adaptation from teachers. Despite attending training sessions, some teachers are still struggling to understand and implement the Merdeka Curriculum. This is a common issue, as curriculum changes often require time and a process for full internalization. The third challenge involves the higher demand for creativity from teachers. The ADLX method requires teachers to be more creative in designing lessons, moving away from monotonous lecture-based teaching. Teachers must develop various engaging learning activities, use diverse teaching media, facilitate productive discussions, and create a fun learning environment. Not all teachers possess the same level of creativity—some teachers are highly creative and can easily come up with new ideas, while others are less creative and still need guidance in this regard.

The fourth challenge is the need for extra guidance for students. Within a single class, students' abilities vary greatly. Some students memorize quickly, read the Quran fluently, and easily grasp the material, while others struggle to memorize, read the Quran hesitantly, and find it difficult to understand the lessons. These students require additional support from teachers, which often increases their workload. To address this, the school has implemented a "*Rumah Prestasi*" program, providing additional tutoring after school hours for students who need extra assistance. The fifth challenge is the busy academic schedule of 11th-grade students. These students face substantial academic demands, with numerous subjects to study, assignments to complete, and preparations for exams. This workload sometimes affects their focus and motivation in memorizing the Quran. Some students have expressed difficulty in balancing their time between general studies and Quran memorization, which sometimes prevents them from meeting their memorization targets.

Table 1. Supporting and Hindering Factors of ADLX Implementation

Aspect	Supporting Factors	Hindering Factors
Commitment and Support	Full support from school administration, including facilities, budget, time, and resources.	Limited teacher experience and understanding of ADLX method, causing challenges in implementation.
Facilities and Resources	Adequate classroom facilities, library, and a special dormitory for Quran memorization students.	Difficulty for some teachers in creating modules and designing active, in-depth learning activities.
Extracurricular Programs	Diverse and well-planned extracurricular programs such as <i>Mukhayyam</i> Al-Qur'an, Home Stay, and others that provide enriched learning experiences.	Additional workload on teachers due to the need for extra guidance for students struggling with Quran memorization.
Teacher Training and Mentorship	Continuous professional development through workshops and training sessions from JSIT and the Education Department.	Teachers' lack of creativity and unfamiliarity with active learning methods required by ADLX.

Aspect	Supporting Factors	Hindering Factors
Evaluation and Feedback	Weekly evaluations and feedback to identify and address challenges in the learning process.	Struggles in adapting to the Merdeka Curriculum and the shift from lesson plans (RPP) to teaching modules.
Coordination and Collaboration	Effective coordination among teachers, class advisors, parents, and Quran coordinators.	Students' academic workload and balancing time for Quran memorization with other subjects.
Student Motivation	High levels of enthusiasm and motivation, driven by clear memorization targets and a fair reward and punishment system.	Some students' difficulty in managing time between academic subjects and Quran memorization.

## Conclusion

The implementation of the Active Deep Learner Experience (ADLX) method in Quranic education has transformed the learning environment, making it more active, innovative, and meaningful. The approach moves away from traditional teacher-centre learning focused solely on memorization targets, instead actively involving students in understanding the meanings of Quranic verses and applying their values in daily life through structured learning stages: spiritual rituals during the opening, respectful achievements during the core phase, memorization with *talaqqi*, and review sessions at the closure. By combining ADLX with the *Ilman wa Ruhani* method and the integrated approach from JSIT, the learning becomes holistic, addressing cognitive, affective, psychomotor, and spiritual aspects. Key principles such as Individualization, Interaction, Observation, and Reflection (INTROFLEX) are embedded in every phase, ensuring personalized attention, positive interaction, continuous monitoring of student progress, and reflective learning.

Supporting factors include full commitment from the school, adequate facilities such as conducive classrooms and dormitories for *Takhassus* classes, diverse extracurricular programs, continuous teacher training and mentorship, regular evaluations, effective coordination among stakeholders, and high student enthusiasm. However, challenges such as teachers' limited understanding and experience with the ADLX method, the need to adapt to the Merdeka Curriculum, higher creativity demands, the need for extra guidance for some students, and the academic workload of grade XI students, were addressed through solutions like weekly evaluations, ongoing training, support from JSIT and the Education Department, and flexible target setting. This research concludes that with thorough preparation, including teacher training, full school support, structured implementation aligned with ADLX principles, and continuous improvement, ADLX can effectively enhance the quality of Quranic education in integrated Islamic schools. It not only produces students who memorize the Quran but also students who understand, internalize, and apply Quranic values in everyday life,

thus fostering a generation of morally upright, Qur'anic individuals in line with the vision and mission.

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