

Islamic Religious Education Learning of Islamic History Material Based on Deep Learning, and Religious Moderation: Literature Study

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Abstract: Islamic Religious Education learning in Islamic History plays a strategic role in shaping students' religious understanding, character, and perspectives on diversity. However, Islamic History learning practices in schools still tend to be oriented towards mastery of facts and memorization, thus not fully encouraging deep learning and internalization of the values of religious moderation. This study aims to analyze the concept of PAI learning in Islamic History based on deep learning and diverse moderation through a literature study approach. The method used is library research by reviewing various scientific articles, books, proceedings, and policy documents relevant to PAI learning, deep learning, Islamic History, and religious moderation. The integration of religious moderation values, such as tolerance (*tasamuh*), balance (*tawazun*), justice (*i'tidal*), and a middle attitude (*tawasuth*), can strengthen the function of Islamic History learning as a means of forming moderate and inclusive character. Furthermore, this study found that Islamic history instruction that integrates deep learning and religious moderation has the potential to enhance 21st-century competencies, strengthen the Islamic identity of *rahmatan lil 'alamin* (blessing for the universe), and prevent the development of intolerant and exclusive attitudes among students. This study concludes that Islamic history instruction in Islamic studies (PAI) needs to be reconstructed from an informative approach to one that is transformative, reflective, and oriented toward strengthening religious moderation.

Keywords: Islamic Religious Education; Islamic History; Deep Learning; Religious Moderation.

Introduction

Islamic Religious Education (PAI) is a fundamental component of the Indonesian education system, aiming not only to develop students' cognitive understanding of Islamic teachings but also to cultivate noble character, religious commitment, and responsible citizenship. Among the various topics in PAI, Islamic History (*Sejarah Peradaban Islam/SPI*) occupies a strategic position because it presents historical experiences, exemplary figures, and civilizational values that can inspire students in addressing contemporary social challenges. Through Islamic History, students are expected to understand the dynamics of Islamic civilization, appreciate cultural diversity, and internalize universal Islamic values such as justice, tolerance, compassion, and peaceful coexistence (Badrudin & Shidiq, 2022).

Despite its significant role, the implementation of Islamic History learning in many schools continues to face several pedagogical challenges. Instruction is frequently dominated by teacher-centered approaches emphasizing chronological events, dates, and historical figures. Consequently, learning often focuses on memorization rather than conceptual understanding, critical reflection, and contextual application. Such practices limit students' opportunities to analyze historical events critically, connect historical lessons with present-day realities, and develop higher-order thinking skills. As a result, Islamic History is often perceived as merely descriptive rather than transformative (Badrudin, 2013).

At the same time, Indonesian society is experiencing increasingly complex social, cultural, and religious dynamics. Globalization, digital communication, and the rapid dissemination of information have significantly influenced how young people understand religion and interact with diverse communities. While these developments create opportunities for intercultural dialogue, they also expose students to misinformation, religious extremism, intolerance, and identity polarization. These challenges require educational institutions to strengthen students' capacity to understand Islam comprehensively while promoting attitudes of moderation, inclusiveness, and mutual respect (Riska, 2026).

In response to these conditions, the Indonesian government has emphasized the importance of religious moderation (*moderasi beragama*) as one of the key foundations for strengthening national harmony and social cohesion. Religious moderation promotes balanced religious understanding characterized by justice, tolerance, respect for diversity, national commitment, and rejection of violence and extremism (Banks, 2015). These values are highly relevant to Islamic History learning because historical narratives provide numerous examples of dialogue, coexistence, intellectual openness, and peaceful interaction among different religious and cultural communities throughout Islamic civilization. Therefore, Islamic History should not merely transmit historical information but also facilitate the internalization of moderation values through meaningful learning experiences.

Alongside the growing emphasis on religious moderation, educational discourse has increasingly highlighted the importance of deep learning as an innovative pedagogical approach. Deep learning extends beyond the acquisition of factual knowledge by encouraging students to construct meaning actively, engage in critical inquiry,

solve authentic problems, collaborate with peers, and reflect on their own learning processes. Rather than treating knowledge as isolated information, deep learning enables students to integrate concepts, experiences, and values into comprehensive understanding that can be transferred to various real-life situations. Such an approach is particularly relevant for Islamic Religious Education because meaningful religious learning requires reflection, value internalization, and practical application instead of rote memorization alone (Bransford et al., 2000).

Integrating deep learning into Islamic History instruction offers substantial opportunities to improve learning quality. Historical events can be explored through inquiry-based learning, collaborative discussion, project-based activities, case studies, and reflective dialogue, enabling students to examine multiple perspectives while strengthening analytical and interpretative skills. Simultaneously, the incorporation of religious moderation values allows students to develop balanced religious attitudes grounded in Islamic principles while appreciating Indonesia's multicultural society. Consequently, Islamic History learning can contribute not only to cognitive achievement but also to the formation of students' religious character, social competence, and democratic citizenship (Hayati et al., 2020).

Previous studies have demonstrated the effectiveness of deep learning in enhancing students' critical thinking, problem-solving abilities, and conceptual understanding across various educational contexts. Other studies have emphasized the strategic role of religious moderation in preventing intolerance and fostering peaceful coexistence within educational environments. Nevertheless, relatively limited scholarly attention has been devoted to examining the conceptual integration of deep learning principles and religious moderation specifically within Islamic History learning in Islamic Religious Education. Existing research generally discusses these themes separately, leaving a theoretical gap regarding how both approaches can be synthesized into a coherent learning framework (Sholihah & Nurhayati, 2022).

Based on this gap, this study seeks to analyze the concept of Islamic Religious Education learning of Islamic History material based on deep learning and religious moderation through a literature study approach. By synthesizing contemporary educational theories, Islamic educational philosophy, and previous empirical studies, this research aims to formulate a conceptual framework that supports innovative, meaningful, and value-oriented Islamic History learning (Fullan et al., 2017). The findings are expected to contribute to the development of Islamic Religious Education pedagogy by providing theoretical insights for educators, curriculum developers, and educational policymakers in designing learning experiences that strengthen students' historical understanding, critical thinking, religious moderation, and character development simultaneously.

Method

This study employed a qualitative approach using a literature study (library research) design. Library research was chosen because the objective of the study was to analyze and synthesize existing theories, concepts, and empirical findings related to Islamic Religious Education, Islamic History learning, deep learning, and religious moderation. Rather than collecting primary data from participants, this study relied on documented knowledge from various academic and policy sources to construct a comprehensive conceptual framework.

The data sources consisted of both primary and secondary literature. Primary sources included peer-reviewed journal articles, scholarly books, conference proceedings, and government policy documents discussing Islamic Religious Education, Islamic History instruction, deep learning, and religious moderation. Secondary sources comprised review articles, educational reports, and other relevant publications that supported conceptual interpretation and theoretical development. To ensure the credibility and relevance of the findings, the selected literature met several inclusion criteria: (1) relevance to the research topic, (2) publication in reputable academic journals or by recognized institutions, (3) theoretical or empirical contributions to the discussion of deep learning, Islamic Religious Education, Islamic History, or religious moderation, and (4) publication primarily within the last ten years, while seminal works were included when necessary to explain foundational concepts (John W Creswell, 2009).

The literature search was conducted through academic databases and digital repositories, including Google Scholar, Scopus-indexed journals, ERIC, ScienceDirect, SpringerLink, and institutional publications from the Ministry of Religious Affairs of the Republic of Indonesia. Keywords used in the search process included *Islamic Religious Education*, *Islamic History Learning*, *Deep Learning*, *Religious Moderation*, *Meaningful Learning*, *Islamic Education*, and their relevant Indonesian equivalents.

Data analysis followed a qualitative content analysis procedure. The analysis began with identifying and organizing relevant literature based on the research focus. Subsequently, the selected sources were critically reviewed to identify recurring concepts, theoretical perspectives, instructional strategies, and empirical findings concerning the integration of deep learning and religious moderation within Islamic History learning. Similar themes were then categorized and synthesized to develop coherent conceptual relationships. Finally, the synthesized findings were interpreted to formulate a conceptual model of Islamic History learning that integrates deep learning principles with the values of religious moderation (J W Creswell, 2015).

To enhance the trustworthiness of the study, source triangulation was applied by comparing information across multiple scholarly publications, policy documents, and theoretical perspectives. Furthermore, critical analysis was employed throughout the review process to evaluate the consistency, strengths, limitations, and relevance of existing studies. This approach ensured that the proposed conceptual framework was developed based on comprehensive, credible, and systematically synthesized evidence rather than isolated viewpoints.

Results and Discussion

1. The Concept of Deep Learning in Islamic Religious Education

The literature reviewed in this study indicates that deep learning represents a significant paradigm shift in educational practice, moving from content-oriented instruction toward meaningful, reflective, and transformative learning. Unlike surface learning, which primarily emphasizes memorization, factual recall, and examination performance, deep learning encourages learners to actively construct knowledge, analyze concepts critically, solve authentic problems, synthesize information from multiple sources, and reflect continuously on their own learning processes. Knowledge is therefore understood not as isolated information to be reproduced but as meaningful understanding that can be applied flexibly in different academic, social, and personal contexts. Consequently, students become active participants in constructing meaning rather than passive recipients of information transmitted by teachers (Hayati et al., 2020).

The theoretical foundation of deep learning is closely associated with constructivist learning theory, which argues that knowledge is actively constructed through interaction between prior experiences, new information, and social engagement. Learning therefore becomes a dynamic process of interpretation rather than simple information transfer. Within this perspective, students are encouraged to formulate questions, investigate problems, discuss alternative viewpoints, evaluate evidence, and develop reasoned conclusions. Such learning experiences foster intellectual autonomy while simultaneously strengthening critical thinking, metacognitive awareness, creativity, collaboration, and communication skills. These competencies are increasingly recognized as essential for preparing students to respond effectively to the complex challenges of the twenty-first century.

Within Islamic Religious Education (PAI), the philosophy of deep learning strongly corresponds with the holistic objectives of Islamic education. Islamic education does not merely seek the acquisition of religious knowledge but aspires to develop balanced individuals who possess intellectual competence, spiritual maturity, moral integrity, emotional intelligence, and social responsibility. Consequently, learning should facilitate not only the cognitive understanding of Islamic teachings but also the internalization of Islamic values and their practical implementation in everyday life. Students should understand why Islamic teachings are relevant, how they relate to contemporary realities, and how they can guide responsible behavior within increasingly diverse societies.

Deep learning therefore provides an appropriate pedagogical framework for Islamic Religious Education because it integrates knowledge, values, skills, and attitudes into a unified learning process. Rather than focusing solely on the mastery of religious concepts, students are encouraged to analyze contemporary issues from Islamic perspectives, reflect upon ethical dilemmas, collaborate in solving social problems, and develop personal commitments to Islamic values. Such learning experiences transform Islamic Religious Education from an information-based subject into a meaningful process of character formation and lifelong learning.

The implementation of deep learning in Islamic History learning requires teachers to move beyond conventional lecture-based instruction. Instead of presenting historical events as chronological narratives that students simply memorize, teachers should design inquiry-oriented learning experiences that encourage students to investigate historical sources, compare different historical interpretations, analyze social and political contexts, and evaluate the ethical implications of historical events. Students should also be encouraged to relate historical experiences to contemporary issues such as multiculturalism, citizenship, peacebuilding, interreligious dialogue, and social justice. Through such learning activities, Islamic History becomes an intellectual exploration that develops both historical understanding and critical reflection.

Furthermore, digital technology creates significant opportunities for implementing deep learning within Islamic Religious Education. Access to digital archives, historical manuscripts, documentary films, virtual museums, interactive timelines, and online scholarly databases enables students to investigate Islamic history more independently and critically. Technology-supported learning environments also facilitate collaborative inquiry, project-based learning, and reflective discussions that strengthen students' engagement and conceptual understanding. Consequently, deep learning represents not merely a teaching strategy but a comprehensive educational philosophy that transforms how students learn, think, and apply Islamic values in diverse contexts.

2. Islamic History Learning as a Medium for Religious Moderation

The literature consistently demonstrates that Islamic History possesses considerable educational potential for strengthening students' understanding of religious moderation. Islamic civilization developed through continuous interaction with diverse societies, cultures, religions, and intellectual traditions. Throughout different

historical periods, Muslim scholars, political leaders, merchants, scientists, and educators engaged actively with various civilizations, producing remarkable contributions to science, philosophy, medicine, architecture, economics, governance, and intercultural dialogue. These historical realities illustrate that Islamic civilization historically flourished through openness, intellectual exchange, and peaceful coexistence rather than isolation or exclusivism (Nurhakim et al., 2025).

Historical narratives therefore provide authentic educational resources for developing moderation values among students. Rather than learning religious moderation as an abstract theoretical concept, students encounter concrete historical examples demonstrating justice (*'adl*), balance (*tawazun*), tolerance (*tasamuh*), consultation (*shura*), compassion (*rahmah*), mutual respect, and social responsibility. Historical cases such as the Medina Charter, the intellectual achievements of the Abbasid civilization, multicultural interactions in Andalusia, and the peaceful spread of Islam throughout Southeast Asia illustrate how Islamic values were implemented within pluralistic societies.

Islamic History learning also enables students to appreciate that differences in culture, ethnicity, language, and religion have always existed throughout human civilization. Instead of viewing diversity as a source of conflict, students learn that diversity can become a foundation for cooperation, dialogue, innovation, and social harmony. Such understanding is particularly important within Indonesia's multicultural context, where students encounter various religious traditions, ethnic identities, and cultural practices in their everyday lives.

Religious moderation within Islamic Religious Education emphasizes balanced religious understanding that rejects both extremism and excessive liberalism while maintaining firm commitment to Islamic beliefs. Students are encouraged to practice their religion sincerely without developing exclusive attitudes toward individuals from different religious or cultural backgrounds. Historical learning contributes significantly to this objective because students recognize that many Muslim scholars successfully combined strong religious commitment with intellectual openness and constructive engagement with diverse communities.

The reviewed literature further suggests that historical consciousness contributes to the development of responsible citizenship. Students who understand historical experiences become more capable of evaluating contemporary religious and social issues critically. Rather than accepting simplistic ideological narratives, they develop balanced perspectives based on historical evidence, ethical reasoning, and comprehensive understanding. Consequently, Islamic History functions not only as a subject of historical knowledge but also as a strategic instrument for preventing intolerance, radicalization, and social polarization among younger generations.

3. Integrating Deep Learning and Religious Moderation in Islamic History Learning

The integration of deep learning and religious moderation represents one of the most significant findings emerging from this literature review. Rather than treating these concepts independently, the reviewed studies indicate that both complement one another in developing meaningful, student-centered, and value-oriented learning experiences. Deep learning provides the pedagogical process through which students actively construct historical understanding, whereas religious moderation provides the ethical framework guiding students' interpretation of historical events.

Instead of presenting moderation values through direct moral instruction alone, teachers can facilitate historical inquiry that enables students to discover these values independently. Students may investigate how the Medina Charter established principles of constitutional pluralism, analyze why the Abbasid civilization became an international center of scientific advancement through openness to diverse intellectual traditions, or examine how Islam spread peacefully through cultural adaptation in Southeast Asia. Through these investigations, students experience moderation as historical reality rather than merely theoretical discourse.

Inquiry-based learning constitutes one of the most appropriate instructional approaches for integrating deep learning with religious moderation. Students formulate historical questions, collect information from multiple sources, evaluate the credibility of evidence, compare different historical interpretations, and communicate their findings through discussion and presentation. Such activities strengthen analytical reasoning while preventing students from accepting oversimplified historical narratives that may promote intolerance or exclusivism.

Collaborative learning further reinforces moderation values because students learn to appreciate differing opinions during classroom discussions and group projects. Working with peers from different social, cultural, and intellectual backgrounds provides authentic opportunities to practice communication, empathy, mutual respect, and collective problem-solving. Thus, moderation values are not only discussed theoretically but also experienced directly through the learning process itself.

Project-based learning similarly offers meaningful opportunities for integrating historical understanding with contemporary social engagement. Students may produce documentaries, digital exhibitions, historical podcasts, community heritage projects, museum exhibitions, or digital storytelling concerning Islamic civilization and peaceful coexistence. Such authentic learning activities encourage creativity, collaboration, technological literacy, and civic responsibility while strengthening historical understanding and religious moderation simultaneously.

Reflective learning also plays a crucial role within this integrated framework. Reflection encourages students to examine how historical lessons influence their personal beliefs, attitudes, and future behavior. Rather than memorizing historical information, students consider how Islamic principles of justice, compassion, consultation, and tolerance may guide their responses to contemporary issues such as discrimination, hate speech, religious conflict, environmental responsibility, and social inequality. Reflection therefore bridges historical understanding with character development and lifelong learning.

4. A Conceptual Framework for Islamic History Learning Based on Deep Learning and Religious Moderation

Based on the comprehensive synthesis of the reviewed literature, this study proposes a conceptual framework consisting of four interconnected dimensions that collectively support meaningful Islamic History learning.

The first dimension is meaningful learning. Students actively construct conceptual understanding through inquiry, exploration, collaboration, discussion, reflection, and authentic problem solving. Learning extends beyond memorization toward conceptual understanding, historical reasoning, and knowledge transfer across different contexts. Students are encouraged to understand historical causes, consequences, ethical implications, and contemporary relevance rather than simply recalling factual information.

The second dimension is historical contextualization. Historical narratives are connected with current social issues including multiculturalism, democratic citizenship, peacebuilding, environmental responsibility, intercultural dialogue, human rights, and religious diversity. Contextualization enables students to recognize that historical knowledge possesses practical significance for addressing present societal challenges. Consequently, Islamic History becomes increasingly relevant to students' personal and social experiences.

The third dimension is value internalization. Universal Islamic values—including justice, honesty, responsibility, moderation, compassion, mutual respect, cooperation, consultation, and integrity—are systematically integrated throughout learning activities. Rather than being transmitted through direct instruction alone, these values are experienced through inquiry, collaborative learning, historical investigation, ethical reflection, and authentic social engagement. Internalization therefore occurs through meaningful experience rather than passive acceptance.

The fourth dimension is transformative competence, referring to students' capacity to apply historical understanding and Islamic values when responding to real-world situations. Learning outcomes consequently extend beyond academic achievement to include critical thinking, ethical decision-making, communication, collaboration, empathy, intercultural competence, responsible citizenship, and lifelong learning. Students become capable of using historical knowledge as a foundation for making informed, ethical, and socially responsible decisions.

These four dimensions interact dynamically within the proposed conceptual framework. Meaningful learning facilitates conceptual understanding, historical contextualization strengthens relevance, value internalization develops ethical character, and transformative competence enables students to translate knowledge into responsible action. Deep learning therefore provides the pedagogical mechanism that organizes meaningful educational experiences, whereas religious moderation supplies the ethical orientation guiding learning objectives and educational outcomes.

Overall, the reviewed literature indicates that integrating deep learning with religious moderation transforms Islamic History learning into a comprehensive educational process that simultaneously develops intellectual competence, historical consciousness, spiritual maturity, ethical responsibility, and social engagement. Such integration responds effectively to the contemporary challenges faced by Islamic Religious Education by preparing students not only to understand Islamic civilization but also to contribute constructively to peaceful, democratic, and multicultural societies.

5. Discussion

The findings of this literature study demonstrate that Islamic History learning within Islamic Religious Education (PAI) should be repositioned from a traditional knowledge-transmission model toward a transformative learning paradigm. For decades, Islamic History instruction has frequently been characterized by teacher-centered pedagogical practices in which students are expected to memorize historical figures, dates, dynasties, and chronological events. Although factual knowledge remains important as the foundation for historical understanding, learning that focuses exclusively on memorization often limits students' opportunities to develop analytical thinking, historical reasoning, ethical judgment, and meaningful reflection. Consequently, students may possess fragmented historical knowledge without understanding the broader social, cultural, political, and moral significance of Islamic civilization or its relevance to contemporary life (Munir, 2021).

The transformation of Islamic History learning is increasingly important in response to the educational challenges of the twenty-first century. Rapid globalization, technological advancement, digital communication, and the expansion of social media have significantly influenced how young people access religious information

and construct their religious identities. Information can now be disseminated instantly without adequate verification, increasing students' exposure to misinformation, historical distortion, ideological polarization, religious extremism, and hate narratives. These circumstances require educational institutions to provide learning experiences that enable students to evaluate information critically, interpret historical evidence objectively, and distinguish authentic historical scholarship from ideological manipulation. Therefore, Islamic History learning should no longer function merely as the transmission of historical facts but as an educational process that develops historical literacy, critical reasoning, ethical awareness, and responsible citizenship (Nehru et al., 2023).

The present findings indicate that the principles of deep learning provide an effective pedagogical foundation for achieving these objectives. Deep learning encourages students to move beyond surface-level understanding toward conceptual comprehension, knowledge construction, reflective thinking, and authentic application. Rather than acting as passive recipients of information, students become active participants who formulate questions, investigate historical evidence, compare different interpretations, collaborate with peers, and communicate reasoned conclusions. Such learning processes encourage intellectual curiosity while simultaneously strengthening students' capacity for independent learning, creativity, problem solving, and metacognitive awareness (Milidar, 2024).

From the perspective of constructivist learning theory, knowledge is actively constructed through learners' interaction with experiences, social dialogue, and reflective thinking. Accordingly, Islamic History learning should provide opportunities for students to examine historical events from multiple perspectives rather than presenting a single authoritative narrative. Students can be encouraged to investigate the political, cultural, intellectual, and religious contexts surrounding historical events and evaluate the consequences of those events for the development of Islamic civilization. This inquiry-oriented approach enables students to understand that history is dynamic, interpretative, and closely connected to present-day social realities.

An important finding emerging from the reviewed literature is that Islamic History contains abundant educational resources for strengthening religious moderation. Throughout the history of Islamic civilization, Muslim societies demonstrated various forms of interaction with people from different religious, ethnic, linguistic, and cultural backgrounds. The development of science during the Abbasid era, the coexistence reflected in the Medina Charter, intellectual exchanges between Muslim and non-Muslim scholars, and the spread of Islam through peaceful cultural interaction all illustrate values that remain highly relevant in contemporary pluralistic societies. These historical experiences provide authentic examples that moderation is deeply rooted in Islamic civilization rather than representing a modern external concept imposed upon Islam.

The integration of religious moderation into Islamic History learning therefore extends beyond introducing theoretical definitions of moderation. Instead, moderation becomes an interpretative framework through which students analyze historical events and extract ethical values applicable to present social challenges. Through historical inquiry, students recognize that Islamic teachings encourage justice, balance, tolerance, consultation, compassion, respect for human dignity, and peaceful coexistence. Such understanding contributes to the development of balanced religious attitudes that reject both intolerance and religious extremism while maintaining a strong commitment to Islamic beliefs and practices.

Another significant implication concerns the relationship between historical understanding and character education. The reviewed studies consistently suggest that meaningful historical learning contributes not only to cognitive achievement but also to affective and behavioral development. Historical narratives involving Muslim scholars, political leaders, reformers, and ordinary communities provide concrete examples of integrity, perseverance, intellectual openness, social responsibility, and moral leadership. When these narratives are explored through reflective learning activities, students are encouraged to internalize values rather than merely remember historical information. Consequently, Islamic History becomes an important vehicle for strengthening students' moral reasoning and character formation.

The literature further suggests that the integration of deep learning and religious moderation supports the achievement of twenty-first-century competencies. Contemporary education increasingly emphasizes critical thinking, communication, collaboration, creativity, digital literacy, and lifelong learning. These competencies are essential for preparing students to participate actively in increasingly interconnected societies. Deep learning naturally accommodates the development of these competencies because learning activities emphasize inquiry, discussion, problem solving, reflection, and authentic performance tasks. When combined with religious moderation, these competencies are guided by ethical principles that encourage empathy, social justice, peaceful conflict resolution, and respect for diversity.

The pedagogical implications for Islamic Religious Education teachers are substantial. Teachers should redesign instructional practices by shifting from teacher-dominated lectures toward student-centered learning environments. Inquiry-based learning, problem-based learning, collaborative discussion, historical debate, project-based learning, document analysis, reflective journals, and digital storytelling represent instructional approaches that encourage students to explore Islamic History actively while constructing meaningful understanding. Digital technologies may also enhance learning by providing access to historical manuscripts, virtual museums, documentary archives, interactive maps, and multimedia resources that enrich students'

historical experiences.

Assessment practices should likewise be transformed to align with deep learning principles. Conventional examinations emphasizing factual recall should be complemented by authentic assessment methods capable of evaluating conceptual understanding, historical reasoning, collaboration, communication, creativity, and value internalization. Portfolios, reflective essays, project presentations, classroom debates, historical investigations, and performance-based assessments provide more comprehensive evidence of student learning than traditional objective tests alone. Such assessments enable teachers to evaluate not only what students know but also how they think, reason, and apply Islamic values in real-life contexts.

The findings also have important implications for curriculum development. Curriculum designers should ensure that Islamic History learning outcomes extend beyond cognitive mastery to include historical consciousness, ethical reasoning, intercultural competence, and religious moderation. Learning materials should incorporate historical cases that illustrate dialogue, peaceful coexistence, intellectual openness, scientific advancement, and cultural interaction throughout Islamic civilization. Such curriculum design enables students to appreciate Islamic civilization as a dynamic and inclusive historical tradition that contributes to global human development.

Furthermore, educational policy should support the implementation of deep learning by providing professional development programs that strengthen teachers' pedagogical competencies. Many teachers continue to rely on conventional instructional methods because of limited training in innovative pedagogies, authentic assessment, and digital learning integration. Sustainable professional development focusing on inquiry-based instruction, collaborative learning, curriculum integration, and moderation-oriented pedagogy would significantly improve the quality of Islamic Religious Education instruction.

Despite the conceptual contribution of this study, several limitations should be acknowledged. As a literature study, the findings are derived from theoretical analyses and previously published research rather than direct classroom observations or empirical intervention. Consequently, the proposed conceptual framework requires empirical validation across different educational contexts. Future studies may employ Design-Based Research (DBR), classroom action research, mixed-methods approaches, or experimental research to investigate the effectiveness of deep learning-based Islamic History instruction in strengthening students' historical understanding, religious moderation, higher-order thinking skills, and character development. Comparative studies involving different educational levels and cultural settings would also enrich the theoretical and practical understanding of this emerging field (Yulidawati et al., 2024).

Overall, the synthesis of the literature demonstrates that integrating deep learning with religious moderation provides a comprehensive framework for transforming Islamic History learning in Islamic Religious Education. Deep learning offers the pedagogical mechanism through which students actively construct historical understanding, whereas religious moderation provides the ethical orientation that guides the interpretation and application of historical knowledge. Together, these two dimensions enable Islamic History learning to contribute not only to academic achievement but also to the development of intellectually competent, ethically responsible, religiously moderate, and socially engaged citizens who are capable of responding constructively to the challenges of contemporary multicultural societies.

Conclusion

This study examined the concept of Islamic Religious Education (PAI) learning in Islamic History based on deep learning and religious moderation through a literature study approach. The analysis demonstrates that conventional Islamic History instruction, which predominantly emphasizes factual knowledge and memorization, is insufficient to address the educational demands of the twenty-first century. Students require learning experiences that encourage critical inquiry, meaningful understanding, reflective thinking, collaboration, and the internalization of Islamic values relevant to contemporary multicultural societies.

The findings indicate that deep learning provides an effective pedagogical foundation for transforming Islamic History learning into a meaningful and student-centered educational process. Through inquiry, contextual analysis, collaborative learning, and reflective activities, students are able to construct historical understanding while simultaneously developing higher-order thinking skills and positive character traits. Rather than perceiving history as a sequence of isolated events, students learn to interpret historical experiences critically and relate them to present-day social realities.

The study also reveals that Islamic History offers substantial opportunities for strengthening religious moderation. Historical accounts of Islamic civilization illustrate principles of justice, tolerance, balance, consultation, openness to knowledge, and peaceful coexistence among diverse communities. Integrating these values into classroom learning enables students to develop balanced religious perspectives while fostering respect for cultural and religious diversity. Consequently, Islamic History functions not only as a source of historical knowledge but also as an important medium for character education and citizenship development.

Furthermore, the integration of deep learning and religious moderation forms a comprehensive conceptual framework for improving the quality of Islamic Religious Education. Deep learning serves as the pedagogical approach that facilitates meaningful learning, whereas religious moderation provides the ethical and value-oriented foundation for educational practice. Their integration supports the development of students who possess historical awareness, critical thinking, religious commitment, social responsibility, and multicultural competence.

This study contributes theoretically by proposing a conceptual model of Islamic History learning that integrates deep learning principles with religious moderation values. Practically, the findings may guide teachers, curriculum developers, and educational policymakers in designing innovative, contextual, and transformative Islamic Religious Education. Future studies are recommended to empirically validate this conceptual framework through classroom-based research, design-based research (DBR), experimental studies, or mixed-methods approaches across different educational settings.

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