

## **Comparison of the Implementation of the Arabic Language Learning Model Based on Active Deep Learning Experience (ADLX) at SDIT Robbani Malang and SDIT Insan Mulia Pekalongan**

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### **Abstract**

This study aims to compare the implementation of the Active Deep Learning Experience (ADLX) model in Arabic language learning at two Islamic Integrated Elementary Schools, namely SDIT Robbani Malang and SDIT Insan Mulia Pekalongan. This research employs a qualitative approach with a comparative study design, in which data were collected through interviews, observations, and documentation. The findings reveal that both schools have implemented the main principles of ADLX (conscious, meaningful, and joyful learning) yet with distinct characteristics at each learning stage. In the planning stage, teachers at SDIT Robbani design lessons by aligning learning goals with school objectives and students' characteristics while preparing interactive media such as songs and games. Meanwhile, teachers at SDIT Insan Mulia develop lesson plans by analyzing Learning Outcomes, which are derived into Learning Objectives and connected to the Dimensions of the Pancasila Student Profile according to the school's needs. During the implementation stage, SDIT Robbani applies the TERPADU steps (Telaah, Eksplorasi, Rumuskan, Presentasikan, Aplikasikan, Duniawi, Ukhrowi) through active learning activities such as singing, discussions, and role-playing. On the other hand, SDIT Insan Mulia emphasizes critical thinking through stimulus questions and employs methods such as games, ice breaking, and songs, adapted to classroom conditions. In the evaluation stage, SDIT Robbani assesses students' activeness, cooperation, and attitudes through ongoing reflections, whereas SDIT Insan Mulia conducts daily summative assessments consisting of multiple-choice questions, essays, and contextual tasks. Overall, SDIT Robbani excels in affective and collaborative aspects, while SDIT Insan Mulia demonstrates strengths in systematic planning and structured academic evaluation.

**Keywords:** *Active Deep Learning Experience (ADLX), Arabic Language Learning, Comparative Study, SDIT.*

### **Abstrak**

Penelitian ini bertujuan untuk membandingkan implementasi model Active Deep Learning Experience (ADLX) dalam pembelajaran Bahasa Arab di dua Sekolah Dasar Islam Terpadu, yaitu SDIT Robbani Malang dan SDIT Insan Mulia Pekalongan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi komparatif, di mana data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kedua sekolah telah menerapkan prinsip utama ADLX yang berorientasi pada pembelajaran berkesadaran, bermakna, dan menggembirakan, namun dengan karakteristik penerapan yang berbeda pada setiap tahap pembelajaran. Pada tahap perencanaan, guru di SDIT Robbani

menyusun pembelajaran dengan menyesuaikan tujuan sekolah, karakter siswa, serta menyiapkan media interaktif seperti lagu dan permainan. Sementara itu, guru di SDIT Insan Mulia menyusun RPP melalui analisis Capaian Pembelajaran (CP) yang diturunkan menjadi Tujuan Pembelajaran (TP) dan dikaitkan dengan Dimensi Profil Pelajar Pancasila (DPL) sesuai kebutuhan sekolah. Pada tahap pelaksanaan, SDIT Robbani menerapkan langkah-langkah TERPADU (Telaah, Eksplorasi, Rumuskan, Presentasikan, Aplikasikan, Duniawi, Ukhrowi) dengan pembelajaran aktif seperti bernyanyi, berdiskusi, dan bermain peran. Sementara itu, SDIT Insan Mulia menekankan pembelajaran yang menggugah berpikir kritis melalui soal pemantik serta metode game, ice breaking, dan nyanyian yang disesuaikan dengan kondisi kelas. Pada tahap evaluasi, SDIT Robbani menilai keaktifan, kerja sama, dan sikap siswa melalui refleksi berkelanjutan, sedangkan SDIT Insan Mulia melakukan penilaian sumatif harian berupa tes pilihan ganda, esai, dan tugas kontekstual. Secara keseluruhan, SDIT Robbani lebih menonjol dalam aspek afektif dan kolaboratif, sedangkan SDIT Insan Mulia unggul dalam perencanaan sistematis dan evaluasi akademik terstruktur.

**Kata Kunci:** *Active Deep Learning Experience (ADLX), Pembelajaran Bahasa Arab, Studi Komparatif, SDIT*

## Introduction

Islamic education in Indonesia plays a strategic role in shaping a generation of faithful and noble characters amidst the increasingly complex challenges of globalization. Integrated Islamic Schools exist as institutions that integrate general knowledge and Islamic values education in their learning process. This educational system emphasizes a balance between cognitive, affective, and psychomotor aspects, thus hopefully producing graduates who are not only academically intelligent but also possess strong Islamic character.<sup>1</sup> One of the main forums that oversees this institution is the Integrated Islamic School Network (JSIT), which consistently develops a unique curriculum based on integrated Islamic values and active learning.

The JSIT curriculum is designed as a learning system that is oriented towards character building and the development of students' potential as a whole. This curriculum combines Islamic values with basic competencies developed from the national curriculum. According to JSIT Indonesia, the main objective of this curriculum is to produce students who are *rahmatan lil 'alamin*, who are able to combine intellectual, spiritual, and social abilities in everyday life.<sup>2</sup> Thus, JSIT not only plays a role as an educational institution, but also as a reform movement in the modern Islamic education system in Indonesia.

As time goes by and the needs of the 21st century world of education change, conventional learning approaches are no longer relevant to facing global challenges. Teacher-centered learning is considered ineffective in developing students' creativity, critical thinking skills, and communication abilities. In response to this challenge, JSIT Indonesia developed a learning model called Active Deep Learner eXperience (ADLX). This model emphasizes the concept of active, in-depth, and meaningful learning, placing students as the primary subjects in the learning process.<sup>3</sup>

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<sup>1</sup> R Hidayat, "Active Learning Approach in Teaching Arabic in Integrated Islamic Schools," *Al-Bayan Journal of Arabic Language Education* 5, no. 2 (2023): 112–125.

<sup>2</sup> JSIT Indonesia, *Guide to Implementing the ADLX Model in the JSIT Curriculum* (Jakarta: Indonesian Integrated Islamic School Network, 2022).

<sup>3</sup> D Rahmawati, "ADLX Learning Model as an Effort to Increase Active Student Involvement," *Journal of Islamic Education Innovation* 8, no. 1 (2023): 22–34.

The ADLX model was developed based on the principle that effective learning must provide meaningful and in-depth experiences for students. The learning process does not stop at mastering material but involves students' emotional, social, and spiritual involvement. According to Nugraha, ADLX learning emphasizes four main pillars: active learning, deep learning, collaborative learning, and reflective learning. The teacher acts as a facilitator, creating an interactive learning environment and supporting students' independent exploration.<sup>4</sup> With this approach, it is hoped that students can understand the material comprehensively and be able to relate it to real life.

The application of the ADLX model is very relevant in the context of Arabic language learning in integrated Islamic elementary schools. Learning Arabic has its own complexity because it involves mastering four language skills, namely listening, speaking, reading and writing, which requires active involvement of students. Conventional approaches that focus on memorizing vocabulary and language structures often lead to boredom. Using ADLX, Arabic language learning can be more creatively packaged through project-based activities, language games, conversation simulations, and contextual learning.<sup>5</sup> This way, students not only understand Arabic theoretically but also are able to use it communicatively.

Previous studies have demonstrated the effectiveness of the ADLX model in improving learning quality. Fitri and Sulastri (2024) found that implementing ADLX in integrated Islamic schools increased student engagement and strengthened critical and collaborative thinking skills.<sup>6</sup> Similar findings were put forward by Hidayat (2023), who emphasized that ADLX-based Arabic language learning can arouse interest in learning and improve students' academic outcomes. In addition, the ADLX model is also considered to be in accordance with the character of Islamic education because it fosters the spirit of learning by doing and learning by reflecting, which teaches students to continue to think and act within the framework of Islamic values.<sup>7</sup>

However, the implementation of the ADLX model in JSIT schools still faces various challenges.<sup>8</sup> Not all schools are equally prepared to implement this approach. Some schools have successfully implemented ADLX thanks to the support of teacher training, learning resources, and supportive school management. However, some other schools still experience obstacles, such as limited teacher understanding of the ADLX concept, limited time in planning active learning, and obstacles in integrating this approach with the demands of the national curriculum.

These differing conditions prompted the need for a comparative study between schools. Through a comparative study of the application of the ADLX model in the JSIT curriculum, researchers were able to explore how the implementation of this concept differed in two integrated Islamic elementary schools with dissimilar characteristics. This study covered aspects of lesson planning, implementation of teaching and learning activities, and evaluation of student learning outcomes. This comparative approach is

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<sup>4</sup> A Nugraha, "Teacher Strategies in Implementing ADLX Learning in Integrated Islamic Schools," *Journal of Modern Islamic Education* 4, no. 1 (2023): 56–68.

<sup>5</sup> L Mahmud, "Communicative Approach in Learning Arabic in Islamic Elementary Schools," *Tarbawi Journal* 17, no. 2 (2022): 75–90.

<sup>6</sup> E Fitri, S., & Sulastri, "Implementation of the ADLX Model in Integrated Islamic Schools: Opportunities and Challenges," *Journal of Islamic Curriculum and Learning* 9, no. 1 (2024): 33–47.

<sup>7</sup> Hidayat, "Active Learning Approach in Teaching Arabic in Integrated Islamic Schools."

<sup>8</sup> N Rohmah, "Analysis of Inhibiting Factors in the Implementation of the JSIT Curriculum in Islamic Elementary Schools," *Journal of Islamic Education Management* 6, no. 1 (2024): 101–17.

expected to provide a deeper understanding of the extent to which the ADLX model can be adapted to the context of each school.

In addition, this study also attempts to identify supporting and inhibiting factors for the implementation of ADLX in an integrated Islamic school environment. Supporting factors can include teacher competence, school policy support, and the availability of media and learning resources. Meanwhile, inhibiting factors can include resistance to change, limited learning time, and lack of professional training.<sup>9</sup> By understanding these two aspects, it is hoped that schools can design more effective implementation strategies to realize active and in-depth learning in the future .

Thus, this research has a double urgency. Both academically and practically. Academically, this research enriches the study of the application of an active, experiential learning model in elementary Islamic education. Practically, the results can serve as evaluation material and a reference for teachers, principals, and JSIT curriculum developers in improving the effectiveness of Arabic language learning at the elementary school level. Finally, through this comparative approach, it is hoped that an ideal and contextual ADLX implementation model will emerge that is in accordance with the characteristics of integrated Islamic schools in Indonesia.

## **Method**

Study This use approach qualitative with type studies case , because researchers want to understand in a way deep how the Active Deep Learning Experience (ADLX) model is applied in eye lesson Arabic in schools base Islam . The research location is at SDIT Robbani Singosari Malang and SDIT Insan Mulia Kajen Pekalongan , with source person main that is teacher Arabic language in each school . Selection source person based on because the teacher is involved direct in the planning , implementation and evaluation process learning ADLX - based Arabic .

Data collected through three technique that is <sup>10</sup>, first semi- structured interviews For dig teacher experience , strategies, and considerations in apply ADLX principles in class . Second , non- participant observation For see practice learning in a way direct in activities in class . Third , documentation covers teaching modules and forums activity learning that supports field data . Data that has been collected Then analyzed using the Miles, Huberman and Saldana model <sup>11</sup> which consists of from three stages main namely, data condensation, data display, and drawing/verification conclusion . For guard validity of research data This use triangulation source , namely with compare information from various source person For ensure consistency and accuracy research data results . With methodology this research expected capable provide a clear picture about implementation of ADLX in learning Arabic .

## **Result and Discussion**

Implementation of Active Deep Learning Experience (ADLX) in learning Arabic shows How principle conscious, meaningful, and enjoyable learning can integrated to in

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<sup>9</sup> S Triyono, *Constructivism Theory in Modern Learning* (Yogyakarta: Deepublish, 2021).

<sup>10</sup> Sugiono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* , 25th ed. (Bandung: ALFABETA, 2017), <https://www.scribd.com/document/688009736/Metode-Penelitian-Kuantitatif-Kualitatif-Dan-RD-Prof-Dr-Sugiyono-2017>.

<sup>11</sup> Matthew B Miles, A Michael Huberman, and Jhonny Saldana, *Qualitative Data Analysis: A Method Sourcebook* , ed. Helen Salmon, 3rd ed. (Arizona: Sage Publications, Inc., 2014).

activity classroom learning. ADLX emphasizes a learning process that encourages involvement full participant educate, use experience real, and utilization of strategies that make learning more alive and relevant. Findings study show how teachers design step learning, carrying out the learning process, and carrying out evaluation with still adhere to the three main pillars of ADLX. The results of the analysis following to expose description ADLX implementation based on research data.

## The ADLX Model in Arabic Language Learning at SDIT Robbani Malang

### A. Planning

Learning planning begins with the development of teaching modules tailored to the school curriculum. Material is drawn from available textbooks/modules and focuses on vocabulary mastery for each theme. To make vocabulary easier for elementary school students to master, teachers adapt the module texts into short songs that combine thematic vocabulary with the rhythm of familiar children's songs. This approach of using repeated songs has proven that the rhythm in songs increases vocabulary acquisition and learning motivation in children through rhythm, repetition, and multimodality.<sup>12</sup>

#### Teaching Modules Malang

In the the integrated TERPADU (Review-Formulation-Application- so that the is not only also contextual By combining the exploration and stages, for students explore through songs, vocabulary in contextual lesson design is described in the implementation elementary education, where the active- deep approach learning facilitates independent learning and student engagement.<sup>13</sup>

MODUL AJAR PEMBELAJARAN MENDALAM  
ADLX INTROFLEX TERPADU - SIT KAB. MALANG  
TAHUN PELAJARAN 2025/2026

IDENTITAS	
Nama Penyusun	Roichatul Jannah, S.Pd.
Mata Pelajaran	Bahasa Arab
Bab/Materi	2/Di dalam kelas (isim isyarah)
Kelas/Fase	3/B
Semester	1
Alokasi Waktu	2 JP
Pertemuan ke-	

IDENTIFIKASI			
Dimensi Profil	Pilihlah dimensi profil lulusan yang akan dicapai dalam pembelajaran		
Lulusan	Kelahiran dan Ketakwaan terhadap Tuhan Yang Maha Esa	Kemandirian	Kesehatan
	Kewarganegaraan	Kreativitas	Komunikasi
	Penalaran Kritis	Kolaborasi	Komunikasi
Dimensi SKL SIT	Pilihlah dimensi SKL SIT yang akan dicapai dalam pembelajaran		
	Beriman, Bertakwa kepada Allah dan Berakhlak Mulia	Inklusif, Berbudaya dan Nasionalis	Berukuhwah dan Peduli
	Berkepribadian yang Matang	Cerdas, Berpikir Ilmiah dan Digital	Kreatif dan Terampil
Asesemen Awal	Pengetahuan ghubah lagu siswa dan kondisi profil siswa		

DESAIN PEMBELAJARAN	
Tujuan Pembelajaran	<p><b>Pengetahuan</b> : Siswa memahami penggunaan <i>isim isyarah</i> (هَذَا، هَذِهِ، ذَلِكَ، تِلْكَ).</p> <p><b>Ketrampilan</b> : Siswa dapat membuat kalimat sederhana menggunakan <i>isim isyarah</i> sesuai benda.</p> <p><b>Sikap</b> : Siswa percaya diri, bekerjasama, dan bersyukur atas nikmat ilmu.</p>
Praktik Pedagogis	<p>Model : Pembelajaran ADLX-TERPADU</p> <p>Metode : Demonstrasi, tanya jawab, diskusi kelompok kecil, role-play, dan permainan edukatif.</p> <p>Guru sebagai fasilitator, siswa aktif berinteraksi.</p>
Kemitraan Pembelajaran	Lingkungan fisik : kelas, papan tulis, kartu gambar
Lingkungan Pembelajaran	Lingkungan virtual : bisa menayangkan gambar
	Budaya belajar : Aktif, Interaktif, Kolaboratif, Menyenangkan, Berpikir Kritis & Kreatif
Pemanfaatan Digital	Video animasi isim isyarah (penguatan materi di akhir), flashcard interaktif (Canva), slide presentasi bergambar.

Picture 1.  
SDIT Robbani

planning process, concept of Exploration-Presentation-Worldly-Social) learning process cognitive, but and value-based. stages of application in example, vocabulary then use the simple activities, the approaches what ADLX study in

<sup>12</sup> Salman Abdullah et al., "The Effect of Using Children's Songs in Improving Arabic Vocabulary of Mi Cibanoang Students," Wulang: Journal of Elementary School Teacher Education 3, no. 2 (2025): 30–44, <https://doi.org/https://doi.org/10.55656/wjp.v3i2.357>.

<sup>13</sup> Jurnal Elementaria Edukasia, "Implementation of the Active Deep Learner Experience Learning Approach in Building Elementary School Students' Learning Independence," Elementaria Edukasia 6, no. 3 (2023): 1416–27, <https://doi.org/10.31949/jee.v6i3.6638>.

During the planning stage, teachers also prepare a comprehensive evaluation by preparing written tests or quizzes on various aspects such as knowledge, song imitation or vocabulary pronunciation for skills, and observation of student participation and responses for attitudes. As stated by an Arabic teacher: "*ADLX is very good, but in planning learning, teachers need to find ways to make the activities truly joyful, meaningful, and deep, not just conveying the material.*" (Interview, November 8, 2025). Using these two instruments aims to ensure that vocabulary mastery is not only measured through students' memorization and fluency in singing vocabulary, but also based on students' understanding, active use, and learning attitudes. This is in line with previous research which states that the singing method, when combined with diverse and interconnected activities, can support comprehensive Arabic language learning.<sup>14</sup>

## **B. Implementation**

Implementation learning Arabic at SDIT Robbani designed follow combined ADLX flow with INTEGRATED learning stages started with opening and *opener* short, continued with activity sing together For review material previously. The teacher then guide the exploration process through ask responsibilities and activities that encourage involvement students, before enter stage formulation and consolidation concepts. Songs, PPT, LKS, and card picture used alternate For strengthen understanding vocabulary. In the interview, the teacher conveyed that "*using ADLX makes learning more live, because There is songs, ice breaking, and activities active others*" (Interview with teacher Arabic language SDIT Robbani, November 8, 2025).

Principle *joyful learning* seen through use songs and energizers, making the learning process more live, while *meaningful learning* formed with how teachers connect material with experience daily student. At this stage Present in INTEGRATED framework When students sing together as way and at the same time show understanding students. Approach the in line with the discovery that states that multimodal activities such as sing as form practice secra oral strengthen involvement cognitive in learning basic findings this is also supported study the previous one state that learning Language foreign as Language second especially Arabic language that combines activity kinesthetic and singing can increase in enrich treasury vocabulary.<sup>15</sup> In the section this, the teacher acts as facilitator, not center information, so that activity class more dynamic and giving chance student build understanding Alone.

Even though ADLX implementation is running okay, teacher still face a number of constraints. ADLX requires integration various component like activity, depth understanding, awareness study, until experience positive emotions, so that the learning process sometimes need time more and less Can completed in duration short. The teacher tells that need time more Lots For designing channel active, joyful, and *meaningful* activities "*need think longer let it be activity child That alive*

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<sup>14</sup> Fatimah Azzahra Putri et al., "Lisan An Nathiq," *Lisan An-Nathiq* 5, no. 1 (2023): 26–31, <https://doi.org/https://doi.org/10.53515/lan.v4i2.5406>.

<sup>15</sup> Ebubekir Bozavli, "Is Foreign Language Teaching Possible Without School? Distance Learning Experiences of Foreign Language Students at Ataturk University During the Covid-19 Pandemic," *AWEJ: Arab World English Journal* 12, no. March (2021): 3–18, <https://doi.org/https://dx.doi.org/10.24093/awej/vol12no1.1>.

and well enter to material " , interview , with teacher Arabic at SDIT Robbani on November 4, 2025). Challenges This increase Because the school also has guide learning integrated (INTEGRATED) which must be appear in One chapter material although can in installments in a number of meeting . Condition the make teachers have to arrange activity in a way careful and selective the most relevant activities to ensure that the ADLX principles remain achieved without reduce focus learning that Arabic language Alone .

### C. Evaluation

Evaluation learning ADLX -based Arabic language at SDIT Robbani implemented in a way gradually For see development students in the aspects of Attitude, Skill, and Knowledge (ASK). Assessment No only done at the end , but also during the process through assessment formative that pays attention involvement students , courage participate , and accuracy in say vocabulary . Ustadzah Roichatul explain that " *Evaluation done with notice a number of aspect like attitudes , skills and knowledge to achieve each meeting more measurable and appropriate need class* " ( Interview , November 8, 2025). Findings the in line with draft evaluation process oriented in learning active .<sup>16</sup>

Form his assessment covering test write , test oral through activity singing , quiz short , and review the material using ice breaking. In the test oral , students requested mention vocabulary from songs that have been studied , then requested explain the meaning and significance without teacher assistance . Evaluation strategy based activity like This support ADLX principles that emphasize the *deep learning* process through practice direct and bait come back fast . Usage song as a learning and evaluation medium proven effective in increase mastery vocabulary and skills istima .<sup>17</sup>In addition , the evaluation model this also reflects assessment as learning, for learning, and of learning, so that teachers can see development at a time determine direction learning next .<sup>18</sup>

However , the teacher said that implementation evaluation Still own challenges , especially Because many ADLX aspects and concepts Integrated as needed accommodated in limited time . Ustadzah Roichatul disclose that : " *The evaluation good , but prepare the media Enough eat time , so need consistency and training continued to be more maximum* " ( Interview , November 8, 2025). Findings This in line with studies that confirm that implementation evaluation based learning active often demand media readiness , teacher creativity , and support training sustainable.<sup>19</sup>

## The ADLX Model in Arabic Language Learning at SDIT Insan Mulia Pekalongan

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<sup>16</sup> Fitriani and Herdah, "Analysis of Arabic Language Learning Evaluation Practices Based on Knowledge, Skills, and Attitudes Towards Teachers in Schools," *Al-Ibrah: Journal of Arabic Language Education* 8, no. 1 (2025): 34–40, <https://doi.org/https://doi.org/10.24256/jale.v8i1.5779>.

<sup>17</sup> Syamsuriyah Minarti, "The Effectiveness of Song Media in Improving the Ability to Memorize Vocabulary of Class VIII Students of MTs Negeri 2 Sidrap" (State Islamic Institute of Parepare, 2024), <https://repository.iainpare.ac.id/id/eprint/8782/>.

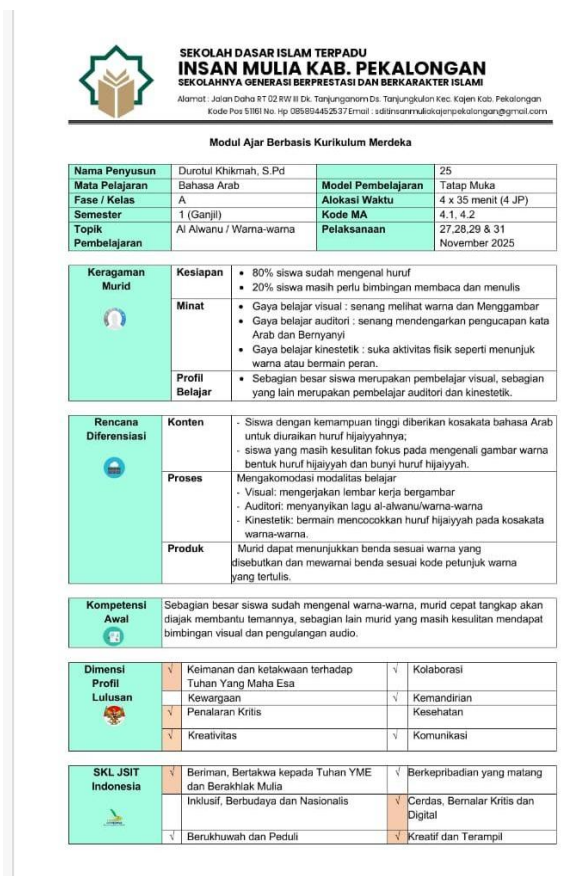
<sup>18</sup> Rano Subehi, "Implementation of Assessment Of, For, and As Learning in Online Learning of Islamic Education in SMPN 8 Purwokerto," *Alhamra* 2, no. 2 (2021): 111–22, <https://doi.org/https://doi.org/10.30595/ajsi.v2i2.10632>.

<sup>19</sup> Syarifah Rizqi et al., "ACTIVE LEARNING IN LANGUAGE LEARNING" 6 (2023): 3018–26.

Comparison of the Implementation of the Arabic Language Learning Model Based on Active Deep Learning Experience (ADLX) at SDIT Robbani Malang and SDIT Insan Mulia Pekalongan

**A. Planning**

An interview with Mrs. Durrotul Hikmah provided a detailed explanation of the Arabic language learning planning process at SDIT Insan Mulia Pekalongan. She explained that the first step in developing a Learning Implementation Plan (RPP) is an in-depth analysis of the Learning Outcomes (CP). He said, *"For us, preparing lesson plans always begins with a Core Competency (CP) analysis. With the CP, we examine the learning outcomes students must master within a specific learning phase. From there, we can then break down the learning objectives into more operational ones."* CP is the basis for understanding the general direction of learning, including language competencies, vocabulary, language structures, and language skills that students must master.



The image shows a teaching module document for 'Modul Ajar Berbasis Kurikulum Merdeka' at 'SEKOLAH DASAR ISLAM TERPADU INSAN MULIA KAB. PEKALONGAN'. The document includes a header with the school's logo and name, followed by a table of basic information and several sections detailing student characteristics, differentiated content, initial competencies, and learning outcomes.

SEKOLAH DASAR ISLAM TERPADU INSAN MULIA KAB. PEKALONGAN SEKOLAHNYA GENERASI BERPRESTASI DAN BERKARAKTER ISLAMI			
Alamat: Jalan Doha RT 02 RW II Dk. Tanjungkulon Ds. Tanjungkulon Kec. Kojen Kab. Pekalongan Kode Pos 51161 No. Hp 085804462537 Email: sdinsanmulia@pekalongan@gmail.com			
Modul Ajar Berbasis Kurikulum Merdeka			
Nama Penyusun	Durrotul Hikmah, S.Pd	Model Pembelajaran	25
Mata Pelajaran	Bahasa Arab		Tatap Muka
Fase / Kelas	A	Alokasi Waktu	4 x 35 menit (4 JP)
Semester	1 (Ganjil)	Kode MA	4.1, 4.2
Topik Pembelajaran	Al-Awamu / Warna-warna	Pelaksanaan	27, 28, 29 & 31 November 2025
Keragaman Murid	Kesiapan	<ul style="list-style-type: none"> <li>80% siswa sudah mengenal huruf</li> <li>20% siswa masih perlu bimbingan membaca dan menulis</li> </ul>	
	Minat	<ul style="list-style-type: none"> <li>Gaya belajar visual : senang melihat warna dan Menggambar</li> <li>Gaya belajar auditori : senang mendengarkan pengucapan kata Arab dan Bernyanyi</li> <li>Gaya belajar kinestetik : suka aktivitas fisik seperti menunjuk warna atau bermain peran.</li> </ul>	
	Profil Belajar	<ul style="list-style-type: none"> <li>Sebagian besar siswa merupakan pembelajar visual, sebagian yang lain merupakan pembelajar auditori dan kinestetik.</li> </ul>	
Rencana Diferensiasi	Konten	<ul style="list-style-type: none"> <li>Siswa dengan kemampuan tinggi diberikan kosakata bahasa Arab untuk diuraikan huruf hijaiyyahnya;</li> <li>siswa yang masih kesulitan fokus pada mengenali gambar warna bentuk huruf hijaiyyah dan bunyi huruf hijaiyyah.</li> </ul>	
	Proses	Mengakomodasi modalitas belajar <ul style="list-style-type: none"> <li>Visual: mengerjakan lembar kerja bergambar</li> <li>Auditori: menyanyikan lagu al-awamu/warna-warna</li> <li>Kinestetik: bermain mencocokkan huruf hijaiyyah pada kosakata warna-warna.</li> </ul>	
	Produk	Murid dapat menunjukkan benda sesuai warna yang disebutkan dan mewarnai benda sesuai kode petunjuk warna yang tertulis.	
Kompetensi Awal	Sebagian besar siswa sudah mengenal warna-warna, murid cepat langkah akan diajak membantu temannya, sebagian lain murid yang masih kesulitan mendapat bimbingan visual dan pengulangan audio.		
Dimensi Profil Lulusan	Keimanan dan ketakwaannya terhadap Tuhan Yang Maha Esa	✓	Kolaborasi
	Kewargaan	✓	Kemandirian
	Penalaran Kritis	✓	Kesehatan
	Kreativitas	✓	Komunikasi
SKL JSIT Indonesia	Beriman, Bertakwa kepada Tuhan YME dan Berakhlak Mulia	✓	Berkepribadian yang matang
	Inklusif, Berbudaya dan Nasionalis	✓	Cerdas, Bernalar Kritis dan Digital
	Berukhuwah dan Peduli	✓	Kreatif dan Terampil

Picture 2. Teaching Modules SDIT Insan Mulia Pekalongan

Interview data shows that learning planning at SDIT Insan Mulia Pekalongan is aligned with the core principles of *Active Deep Learning Experience (ADLX)*. Within the ADLX framework, learning planning is not simply about preparing administrative documents, but rather a strategic process to ensure that learning activities lead to deep, active, and meaningful learning experiences for students. The initial planning stage, as explained by the teacher, namely an in-depth analysis of Learning Outcomes (CP) This aligns with the ADLX principle of identifying core competencies before designing learning experiences. Brown emphasizes that *deep learning* can only emerge when teachers thoroughly understand the competency structure, as this

forms the basis for determining the depth of material, breadth of activities, and direction of student engagement.<sup>20</sup>

Once the CP has been analyzed, the next stage is to reduce it to Learning Objectives (TP). In an interview, he explained, *"After the CP is analyzed, the next step is to turn it into a TP. Here, teachers must create a TP that is more measurable and tailored to the needs of the class."* He emphasized that the TP is the most crucial element in planning because it determines the activities, media, strategies, and assessment methods that will be used in class. According to him, *"The most influential element in planning is actually the TP. Because it is the TP that ultimately determines what activities will be used, what media, and how the assessment will be conducted."*

The process of reducing CP to Learning Objectives (TP) is also very relevant to the ideas in ADLX theory. Teachers emphasize that TP is the most decisive element in planning, and this is in line with Huang's opinion that the formulation of specific learning objectives is a fundamental part of *active learning design*. Clear, measurable, and contextual TP allows teachers to design exploratory, collaborative, problem-solving activities, and independent reflection are key components in ADLX practice. In other words, TP functions as a bridge between general competencies (CP) and actual concrete learning experiences in the classroom.<sup>21</sup>

Mrs. Durrotul Hikmah further explained that the prepared TP was then linked to the Pancasila Student Profile Dimensions (DPL). This was done to ensure that Arabic language learning not only focused on linguistic aspects but also developed character, collaboration, and student independence. She said, *"We then linked the TP to the DPL, or Graduate Profile Dimensions. So it's not just language skills, but also character, collaboration, independence, we include all of that in the planning."*

The relationship between TP and the Pancasila Student Profile Dimension (DPL) as implemented at SDIT Insan Mulia also reflects the holistic character of ADLX. The ADLX model not only focuses on cognitive aspects, but also on character building, independence, communication, and collaboration. Kawinkoonlasate said that *deep learning* requires integration between knowledge, 21st-century skills, and reflective character. When TP is linked to DPL, the planning process ensures not only linguistic mastery, but also learning experiences that encourage empathy, values, and active participation. This is in line with the idea that deep learning is learning that develops both academic and social-emotional competencies.<sup>22</sup>

She also added that the TP is not standardized, but rather adapted to the needs of each school and the conditions of each class. She said, *"TP cannot be the same in every school. Every school has its own needs. At Insan Mulia, we adapt to the children's personalities and school policies."* Thus, although CP is determined nationally, the concrete form of TP can differ according to the learning context. He concluded his explanation of planning by saying, *"Essentially, planning must ensure*

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<sup>20</sup> P Brown, "Active Deep Learning: Engaging Students through Experiential and Inquiry-Based Methods," *Journal of Learning Sciences* 26, no. 3 (2017): 456–478.

<sup>21</sup> Y Huang, "Active Deep Learning Pedagogy in Modern Language Classrooms," *International Journal of Instruction* 14, no. 2 (2021): 235–252.

<sup>22</sup> P Kawinkoonlasate, "Active Deep Learning Model for Improving Student Engagement and Higher-Order Thinking," *Education and Learning Journal* 8, no. 1 (2019): 12–25.

*students experience in-depth learning, not just memorization. That's why TP is so crucial."*

The adjustment of TP to the needs of the school and the character of the students as explained by the teacher also shows the application of the principle of *contextual deep learning*. ADLX views context as a critical factor that enables students to construct meaning from their learning experiences. Bransford et al. states that learning will be more profound when linked to real-life experiences and situations relevant to students' lives. Therefore, the flexibility of the TP implemented at SDIT Insan Mulia not only reflects teacher creativity but also aligns with the ADLX principle that learning must be adaptive, responsive to student conditions, and able to facilitate the construction of authentic meaning.<sup>23</sup>

Thus, the planning process at SDIT Insan Mulia Pekalongan not only meets national curriculum standards but also represents a concrete implementation of the *Active Deep Learning Experience principle* through competency analysis, the formulation of operational and measurable objectives, the integration of graduate character and profiles, and adaptation to local needs. All of these components demonstrate that the learning plan has been designed to provide a deep, relevant learning experience, and is oriented towards comprehensive student development.

## **B. Implementation**

In an interview, Mrs. Durrotul Hikmah explained that the ADLX model of Arabic language learning is implemented through three main principles: awareness, meaning, and enjoyment. She said, *"Before starting the material, I give a trigger question so the students are aware of what they will be learning and can focus on their learning objectives."* For him, this spark is the gateway for students to be truly involved from the start.

The implementation of the learning above is very much in line with the Active Deep Learning Experience (ADLX) framework. Providing trigger questions at the beginning of learning reflects the principle of *mindful engagement*, namely bringing awareness, focus, and activation of initial knowledge.<sup>24</sup> Bransford et al. emphasize that triggers serve to prepare students' schemata before entering new material, which forms the basis for in-depth learning experiences.<sup>25</sup>

Teachers also emphasize that learning must be made meaningful with real activities. He said, *"We try to make the learning meaningful, so the children are involved in activities close to their lives, such as singing vocabulary, guessing pictures, or making sentences from classroom objects."* This is used so that students do not only memorize, but understand the function of language.

Meaningful activities that connect material with the context of students' lives are in accordance with the concept of *meaningful learning* in ADLX. Huang explained that

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<sup>23</sup> R. R Bransford, JD, Brown, AL, & Cocking, How People Learn: Brain, Mind, Experience, and School (National Academy Press, 2000).

<sup>24</sup> Brown, "Active Deep Learning: Engaging Students through Experiential and Inquiry-Based Methods."

<sup>25</sup> Bransford, JD, Brown, AL, & Cocking, How People Learn: Brain, Mind, Experience, and School .

deep learning requires students to engage in relevant, contextual, and experiential activities. When teachers use songs, images, games, or real objects, they create conditions that enable stronger meaning construction for elementary school students.<sup>26</sup>

The encouraging aspect is also a focus in implementation. According to him, *"Usually we use games, ice breakers, singing, or kinesthetic activities. Elementary school children get bored quickly, so the class has to be fun first to get them involved."* Activities are chosen based on the class conditions, as he added, *"The method has to be adapted to the class conditions. If the children seem tired, I start with an icebreaker. When I'm feeling energetic, I engage in more active activities."*

Meanwhile, the joyful aspects of games, icebreakers, or kinesthetic activities are forms of *motivational deep engagement*. According to Kawinkoonlasate, a positive emotional atmosphere increases cognitive engagement, making students more prepared for exploration and reflection.<sup>27</sup> Variations in activities that are responsive to classroom conditions are also in accordance with the principles of *adaptive learning design*, namely the flexibility of teachers in adapting strategies to students' needs.<sup>28</sup>

During implementation, several obstacles also emerged. A teacher stated, *"Our obstacle is that teachers need to have a stockpile of ideas for media and learning methods."* In addition, class dynamics are also a challenge, *"In one class there are introvert students and there are very active ones. Conditioning both is a big challenge."* Study time of only two hours per week also mentioned, *"Because of the limited time, not all ADLX steps can be carried out completely."*

The challenges that emerged actually illustrate the natural characteristics of the ADLX model. The creative demands on teachers align with the concept that ADLX positions teachers as designers of learning experiences, not simply as transmitters of material.<sup>29</sup> The challenges of managing introverted and extroverted students also align with *personalized engagement theory*, which emphasizes that active learning must accommodate diverse characters and learning styles.<sup>30</sup> Similarly, the limited time of two hours per week impacts the depth of implementation of ADLX stages such as exploration or reflection, which ideally require longer durations.

However, there is support that strengthens the implementation of this model. He explained, *"We participated in a two-day ADLX training at the Dafam Hotel in Pekalongan, and it was very helpful in understanding the technical aspects."* The

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<sup>26</sup> Huang, "Active Deep Learning Pedagogy in Modern Language Classrooms."

<sup>27</sup> Kawinkoonlasate, "Active Deep Learning Model for Improving Student Engagement and Higher-Order Thinking."

<sup>28</sup> Brown, "Active Deep Learning: Engaging Students through Experiential and Inquiry-Based Methods."

<sup>29</sup> R Wafiq, ADLX: Active and In-Depth Learning Model for the Digital Generation (Jakarta: Prenadamedia group, 2022).

<sup>30</sup> S Wafiq, R., & Lina, Deep Learning Experience in Language Learning: Design, Implementation, and Teacher Reflection (Bandung: CV. Literasi Nusantara, 2023).

school also provides supporting facilities, *"There are facilities such as interactive flat panels that can be used to support learning activities."* This training and facility support helps teachers be more confident in implementing ADLX consistently.

The training and infrastructure support are very much in line with the needs of ADLX implementation, which emphasizes *teacher capacity building* as a key success factor. Intensive training enables teachers to master activity design strategies, active classroom management, and student reflection techniques. Facilities such as interactive flat panels also support the technology-based ADLX principles, where media can help create a more interactive and engaging learning experience.<sup>31</sup> Thus, the implementation of ADLX at SDIT Insan Mulia Pekalongan runs with a strong pedagogical foundation, despite facing reasonable obstacles that have been overcome through institutional support.

### C. Evaluation

An interview with Mrs. Durrotul Hikmah, an Arabic teacher at SDIT Insan Mulia Pekalongan, revealed that learning evaluation is conducted in two main ways: formative evaluation after each meeting and daily summative evaluation after each chapter. She explained that formative evaluation is conducted consistently at the end of each lesson to ensure that the learning objectives for that meeting have been achieved. She said, *"After every lesson, I give an assessment. Sometimes it's verbal, sometimes it's a short written exercise, so I know whether the students have understood'.* Through this rapid assessment, teachers can identify misconceptions that arise and immediately correct or re-explain them before the next material is given. Mrs. reiterated the function of this evaluation by saying, *"If it seems like there are still many who are confused, I will repeat the parts that are not yet understood. So the assessment is not just about grades, but also about understanding"*.

The implementation of learning evaluation, as described by a teacher at SDIT Insan Mulia Pekalongan, strongly aligns with the Active Deep Learning Experience (ADLX) theory. In the ADLX model, formative evaluation plays a crucial role as a continuous feedback mechanism that allows teachers and students to continuously monitor the knowledge construction process.<sup>32</sup> Evaluations conducted at each meeting, both verbally and in writing, reflect this principle because they provide direct information regarding the students' level of understanding. Bransford et al. assert that deep learning occurs when students receive immediate feedback that helps them correct misconceptions before moving on to new material.<sup>33</sup> Thus, the teacher's step of conducting an evaluation at the end of learning becomes an essential part of creating a reflective, adaptive, and conscious learning cycle as recommended in ADLX.

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<sup>31</sup> AAM H Al-Ahdal, "Active Learning and Personalized Engagement in Modern Language Classrooms," *Journal of Language Teaching Innovations* 8, no. 2 (2021): 45–58.

<sup>32</sup> Al-Ahdal.

<sup>33</sup> Bransford, JD, Brown, AL, & Cocking, How People Learn: Brain, Mind, Experience, and School .

In addition to formative evaluations, teachers also conduct daily summative assessments after each chapter is completed. He explained, "Daily summative assessments are conducted after each chapter is completed. They typically consist of 10 multiple-choice questions and 5 essays," meaning the assessments are designed to comprehensively measure students' in-depth understanding. The questions given not only measure the ability to remember vocabulary, but also the ability to apply vocabulary in the form of sentences or understand the context through essay questions. Mrs. Durrotul Hikmah also emphasized the importance of this daily summative assessment. She said, "*Our goal in creating daily summative exams is so that students won't be surprised during midterm or final exams. They're already used to working on these kinds of questions*". According to him, regular evaluation routines help students build mental readiness and reduce anxiety when facing big exams.

Furthermore, the practice of daily summative assessment after a chapter is completed demonstrates an adjustment to the deep summative checkpoints aspect of ADLX.<sup>34</sup> ADLX believes that summative assessment is not just a measurement of final learning outcomes, but must also be able to capture students' conceptual understanding and depth of thinking. By providing 10 multiple-choice questions and 5 essay questions, teachers have combined measurements of different cognitive levels: multiple-choice to test recall and recognition, and essays to evaluate students' ability to analyze, construct meaning, and apply Arabic vocabulary or sentence patterns in the correct context. Biggs and Tang refer to this practice as constructive alignment, namely the alignment between learning objectives, learning experiences, and forms of evaluation.<sup>35</sup> Thus, the daily summative assessments implemented not only serve an administrative function, but are an important part of measuring the extent to which students' active learning experiences result in in-depth understanding.

In general, interview results indicate that learning evaluation is conducted continuously, gradually, and consistently. This evaluation practice is not solely for the purpose of assigning grades, but rather as an integral part of the learning process that shapes students' overall learning experience. Teachers use evaluation not as the end of learning, but as a tool to understand student development and guide subsequent learning decisions. Thus, evaluation is an integral part of the active and in-depth learning strategies implemented at SDIT Insan Mulia Pekalongan.

The teacher's aim in conducting daily summatives, namely so that students are not "shocked" when facing the mid-term or final exams, is also relevant to the concept of preparedness in ADLX. Huang explains that immersive learning should prepare

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<sup>34</sup> Wafiq, R., & Lina, Deep Learning Experience in Language Learning: Design, Implementation, and Teacher Reflection .

<sup>35</sup> C Biggs, J., & Tang, Teaching for Quality Learning at Universities (4th Ed.) (Maidenhead: Open University Press, 2011).

students both academically and emotionally. Evaluations conducted in stages train students to face question patterns, develop self-confidence, and reduce evaluative anxiety which often becomes an obstacle to language learning. Thus, daily summative evaluations serve not only as measuring tools, but as evaluative learning experiences that support students' long-term readiness in accordance with the ADLX principles.<sup>36</sup>

Overall, the evaluation of Arabic language learning at SDIT Insan Mulia Pekalongan reflects the comprehensive implementation of ADLX. Teachers use formative evaluation to build a reflective learning cycle, and daily summative evaluation to ensure in-depth conceptual mastery. These two forms of evaluation create an active, meaningful, and developmentally oriented learning experience, as emphasized in ADLX theory.

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<sup>36</sup> Huang, "Active Deep Learning Pedagogy in Modern Language Classrooms."

## **The Comparison of ADLX (Active Deep Learning Experience) at SDIT Robbani Singosari and SDIT Insan Mulia Pekalongan**

### **A. Planning**

Difference ADLX implementation at the stage planning in both SDITs lies in the focus determination ADLX objectives and integration strategy aspect holistic. Insan Mulia Islamic Elementary School Pekalongan show planning that is explicit directed at the Principles *Deep Learning* and *Holistic*. This seen from the planning process that begins from analysis deep Achievements Later learning (CP). associated with Dimensions Profile Pancasila Students (DPL). Binding This ensure that TP does not only focus on mastery cognitive Arabic, but also on development character, collaboration, and independence students, who are prerequisite from comprehensive *deep learning*. On the other hand, planning at SDIT Robbani Singosari show innovation on Principles *Active Experience*. Innovation This realized through adaptation teaching materials become songs and arrangements INTEGRATED framework that emphasizes stages exploration, application, and integration mark hereafter. SDIT Robbani prioritize create experience joyful and *meaningful* learning as road going to learning deep, with adaptive flexibility to need students, as the teacher explained that the planning process must *joyful, meaningful, and deep*.

Both planning models the has fulfil minimum ADLX standards, however with different emphasis. SDIT Insan Mulia's planning is very much in line with with the 'D' (Deep) dimension in ADLX, namely need For identify core competencies in general comprehensive and integrated character holistic before experience Study designed. Research previously support that *deep learning* is very effective For implant mark character, something that SDIT Insan Mulia accommodates through DPL.<sup>37</sup> On the other hand, SDIT Robbani's planning show strong innovation in dimensions 'A' (Active) and 'X' (Experience) through use INTEGRATED song and framework. Innovation the is a strategy in increase involvement students and meaningful learning. Khasanah, et al. emphasized that *deep learning* achieved when designed learning in a way fun, conscious, and meaningful,<sup>38</sup> dear is objective main adaptation song by SDIT Robbani teacher. With thus, both school You're welcome succeed planning ADLX, SDIT Insan Mulia through approach Structural ADLX's holistic focus on documents curriculum and character, and SDIT Robbani through approach ADLX Adaptive-Pedagogical focuses on media and experience innovation active.

### **B. Implementation**

The implementation of ADLX in both SDITs has demonstrated success in realizing the three main pillars of ADLX (*Mindful, Meaningful, Joyful*), but with different focus points and innovation strategies. SDIT Insan Mulia Pekalongan emphasizes the *Mindful dimension. Engagement* as an entry point is realized through providing trigger questions at the beginning of the session to activate students' prior knowledge and awareness of the learning objectives. This strategy aligns closely with the awareness-

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<sup>37</sup> Ambrosius Tode et al., "Potential Application of Deep Learning in Strengthening the Character Profile of Pancasila Students: A Systematic Literature Review," *Journal of Community Service and Educational Research* 4, no. 1 (2025): 472–85, <https://doi.org/https://doi.org/10.31004/jerkin.v4i1.1613>.

<sup>38</sup> Uswatun Hasanah et al., *DEEP LEARNING IN EDUCATION*, ed. Muhammad Hasan, 1st ed. (Surakarta: Tahta Media Group, 2025), <https://tahtamedia.co.id/index.php/issj/article/view/1444>.

based ADLX principle, where the focus begins with students' cognition. SDIT Robbani Singosari, on the other hand, prioritizes the *Joyful dimension. Learning and Active Experience* through innovative use of songs, *ice breaking*, and a dynamic INTEGRATED flow. The use of songs at SDIT Robbani is a presentation method as well as oral practice that strengthens cognitive engagement and vocabulary, in accordance with the characteristics of ADLX based on kinesthetics and multimodality. Both schools also face obstacles, SDIT Insan Mulia struggles with the diversity of student characters (*introverts* and *extroverts*) and time constraints (two hours per week), while SDIT Robbani faces obstacles in the need for time for activities. limited learning and requires adaptive learning to students' needs, as explained by the teacher that the planning process must be *joyful, meaningful, and deep*.

Both planning models have met the minimum standards of ADLX, but with different emphases. SDIT Insan Mulia's planning is very much aligned with the 'D' (Deep) dimension in ADLX, namely the need to thoroughly identify core competencies and holistic character integration before designing learning experiences. Peya Nia Do et al. supports that the implementation of *Deep Learning* has great potential in strengthening the character of the Pancasila Student Profile, something that SDIT Insan Mulia accommodates through DPL.<sup>39</sup> On the other hand, SDIT Robbani's planning shows strong innovation in the 'A' (Active) and 'X' (Experience) dimensions through the use of songs and the INTEGRATED framework. This innovation is a strategy to increase student engagement and meaningful learning. Khasanah et al. emphasized that *deep Learning* is achieved when learning is designed to be fun, conscious, and meaningful<sup>40</sup>, which is the main goal of the song adaptation by SDIT Robbani teachers. Thus, both schools were equally successful in planning ADLX, SDIT Insan Mulia through the ADLX Holistic Structural approach that focuses on curriculum documents and character, and SDIT Robbani through the ADLX Adaptive Pedagogical approach that focuses on media innovation and active experiences.

### C. Evaluation

Implementation evaluation in The ADLX framework in both SDITs focuses on process assessment, but own difference significant in assessment strategy skills and frequency assessment summative. SDIT Robbani Singosari show innovation in assessment based *Active Experience* and Multimodality, where assessment (oral) skills are measured through activity singing and imitation vocabulary from songs that have been studied. This strategy is very much in line with ADLX principles that emphasize evaluation through practice direct and activity *joyful*. Evaluation Robbani covers Attitude, Skill, and Knowledge (ASK) aspects through test written, oral, and quizzes. While that, SDIT Insan Mulia Pekalongan show strong emphasis on structure and *Deep Summative Checkpoints*. Evaluation at Insan Mulia is carried out through two forms main Formative consistent (verbal / written) short at the end meeting) and Daily Summative (10 Multiple Choice and 5 Essays) after every chapter finished. SDIT Insan Mulia's innovation lies in the use of essay in summative daily, which forces student apply knowledge in a way contextual, so that reach measurement depth conceptual (*deep learning*).

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<sup>39</sup> Tode et al., "Potential Application of Deep Learning in Strengthening the Character Profile of Pancasila Students: A Systematic Literature Review."

<sup>40</sup> Hasanah et al., DEEP LEARNING IN EDUCATION:

These differences in evaluation strategies highlight the diverse paths to assessment. *deep learning*. SDIT Robbani's innovation in using songs and kinesthetic activities as evaluation media demonstrates the understanding that *deep Learning* in Arabic language learning must be measured through functional practice and emotional engagement. Alqarni support that assessment multimodal can effectively measure students' vocabulary mastery and oral language skills at the elementary level, which is highly relevant to the principle of *Active Experience* in ADLX.<sup>41</sup> On the other hand, SDIT Insan Mulia shows implementation that is aligned with the dimensions of *Preparedness* and *Deep Summative Checkpoints*. The implementation of the Daily Summative Exam with essay questions, in addition to measuring the depth of understanding, also serves as a tool to train students' mental and academic readiness to face major exams ( *UTS/UAS* ), Aligned with the JSIT education system concept. Based on Jehan's Research<sup>42</sup> emphasized that consistent formative evaluation, such as that conducted by SDIT Insan Mulia, is the key to creating a reflective and adaptive learning cycle, which is the core of *continuous learning*. *feedback* ADLX. Thus, SDIT Robbani successfully integrated ADLX Activity and Oral Skills-based evaluation, while SDIT Insan Mulia excelled in integrating ADLX Structure and Cognitive Depth-based evaluation.

**Table 1:** Comparison Implementation of ADLX in Arabic Language Learning

Aspect Implementation	Robbani Islamic Elementary School, Singosari	Insan Mulia Islamic Elementary School in Pekalongan	ADLX Main Focus
Planning Stage	Started from adaptation teaching module (vocabulary ) becomes activity <i>joyful</i> (song).	Started from analysis Achievements Rigorous learning (CP) , derived become measurable Learning Objectives (TP) .	SDIT Robbani: Pedagogical- Adaptive. SDIT Insan Mulia: Curricular- Structural .
Value Integration	Use INTEGRATED internal framework ( Duwi-Ukhrawi ) for integration mark .	Linking TP in a explicit with Dimensions Profile Pancasila Students (DPL) ( Character ,	SDIT Robbani : <i>Active Experience &amp; Joyful</i> . SDIT Insan Mulia: <i>Deep Learning &amp; Holistic</i> .

<sup>41</sup> Ficky Uwais Alqarny, "Desain Kurikulum Terpadu Dengan Pendekatan ADLX ( Active Deep Learner EXperience )," *Didaktika: Jurnal Kependidikan* 12, no. 4 (2023): 719–30, <https://doi.org/https://doi.org/10.58230/27454312.290>.

<sup>42</sup> Muhammad Isnaini, Jehan Ananda, and Aliyah Kapitan, "PENGARUH BENTUK TES FORMATIF DAN SIKAP BELAJAR Arabi: Journal of Arabic Studies," *Arabi* 2, no. 1 (2017): 47–53, <https://doi.org/ttps://doi.org/10.24865/ajas.v2i1.25>.

Comparison of the Implementation of the Arabic Language Learning Model Based on Active Deep Learning Experience (ADLX) at SDIT Robbani Malang and SDIT Insan Mulia Pekalongan

		Collaboration , Independence ).	
Stage Implementation	Prioritize Multimodal Activities (Singing, <i>Ice Breaking</i> ) and INTEGRATED Flow for create atmosphere joyful and active .	Prioritize Mindful Engagement ( Starting Questions ) and Meaningful Learning ( Activities ) contextual ).	SDIT Robbani : <i>Joyful &amp; Active</i> . SDIT Insan Mulia: <i>Mindful &amp; Deep</i> .
Main Challenges	Need time design longer activities so that the ADLX/INTEGRATED flow runs optimally.	Limitations duration (2 hours/ week ) and management diversity students ( <i>introvert</i> vs. <i>extrovert</i> ).	Both of them face constraint Duration For exploration and reflection deep .
Stage Evaluation ( Assessment )	Focus on Assessment Multimodality and Oral Skills ( through singing / imitation ). Assessment includes ASK (Attitude, Skill, Knowledge).	Focus on Assessment Cognitive In - depth and Preparedness Using Daily Summative (Essay & Multiple Choice ) after every chapter.	SDIT Robbani : Based Activities & Practices . SDIT Insan Mulia: Based Structure & Conceptual .

Source: Processed data

**Conclusion**

Based on data results obtained in the research comparative This can concluded that implementation of Active Deep Learning Experience (ADLX) in Arabic language learning in both SDIT has succeed integrated , but through Different innovation emphases and strategies . SDIT Insan Mulia Pekalongan show a tendentious approach Structural-Holistic , where ADLX planning is tied strong on the frame curriculum (CP-TP) and development character (DPL), as well as emphasize *Mindful Engagement* and *Deep Summative Checkpoints* through evaluation summative daily . On the other hand , SDIT Robbani Singosari adopt Pedagogical-Adaptive approach , with innovation in media and experience active , realized through use songs , INTEGRATED flow , and evaluation based *Active Experience* multimodality . Although both of them face challenge general ADLX related limitations time For exploration depth , difference in point enter implementation This show that the principles of ADLX (Active, Deep, Experience) can achieved in a way effective through track Curricular-Cognitive ( Insan Mulia) and Pedagogical-Kinesthetic ( Robbani ) , each of which is relevant with context and needs local school .

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