

ABSTRAK

Skripsi dengan judul “Pendekatan *Deep Learning* dalam Membentuk *Growth Mindset* Siswa MTsN 2 Kota Blitar” ditulis oleh Nisaul Afifah, NIM 1860201222108, Program Studi Pendidikan Agama Islam, Jurusan Tarbiyah, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sayyid Ali Rahmatullah Tulungagung, Pembimbing: Evy Ramadina S.Pd.I., M.Pd.

Kata Kunci: *Deep Learning*, *Growth Mindset*, Akidah Akhlak.

Penelitian ini dilatarbelakangi oleh fenomena pendidikan, yaitu sekitar 66% siswa Indonesia masih memiliki pola pikir tetap (*fixed mindset*), sementara pembelajaran Pendidikan Agama Islam di tingkat sekolah menengah cenderung berorientasi pada transfer pengetahuan daripada pembentukan karakter. Oleh karena itu, studi ini meneliti bagaimana pendekatan *Deep Learning*, melalui tiga prinsipnya, *mindful*, *meaningful*, dan *joyful learning* berkontribusi dalam Membentuk *Growth Mindset* siswa dalam mata pelajaran Akidah Akhlak di MTsN 2 Kota Blitar.

Fokus penelitian ini adalah 1) Bagaimana prinsip *Mindful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar? 2) Bagaimana prinsip *Meaningful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar? 3) Bagaimana prinsip *Joyful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar?. Adapun tujuan dalam penelitian ini adalah 1) Mendeskripsikan dan menganalisis prinsip *Mindful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar. 2) Mendeskripsikan dan menganalisis prinsip *Meaningful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar. 3) Mendeskripsikan dan menganalisis prinsip *Joyful learning* dalam Membentuk *Growth Mindset* siswa MTsN 2 Kota Blitar.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui wawancara mendalam dengan enam informan (kepala madrasah, wakil kepala kurikulum, guru Akidah Akhlak, dan tiga siswa kelas 7), observasi partisipan di kelas 7H, dan studi dokumentasi. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldana, dengan keabsahan data diuji melalui triangulasi sumber dan metode.

Hasil penelitian menunjukkan: (1) *Mindful learning* diimplementasikan melalui pertanyaan-pertanyaan yang provokatif, pengelolaan kondisi siswa yang terdiferensiasi, refleksi akhir pelajaran, dan pendekatan humanistik terhadap siswa pasif. Prinsip ini menumbuhkan pola pikir pertumbuhan dengan menumbuhkan kesadaran bahwa kemampuan dapat dikembangkan, membangun keberanian dalam menghadapi kesalahan, dan menumbuhkan kapasitas metakognitif. (2) *Meaningful learning* diimplementasikan melalui kontekstualisasi materi, menghubungkan pengetahuan baru dengan pengetahuan lama, menumbuhkan kebiasaan berpikir kritis-reflektif, dan terlibat dalam proyek-proyek yang bermakna. Prinsip ini menumbuhkan motivasi intrinsik dan menghidupkan nilai-nilai moral Islam (keteguhan, ketulusan, dan ketaatan) sebagai narasi pola pikir pertumbuhan yang autentik. (3) *Joyful learning* diimplementasikan melalui kuis

yang digamifikasi, tugas kreatif berbasis Canva, media audio-visual, dan apresiasi terhadap keberanian siswa. Prinsip ini Membentuk pola pikir pertumbuhan dengan menciptakan rasa aman secara psikologis, menghargai usaha daripada hasil, dan menumbuhkan ketahanan. Ketiga pilar tersebut bekerja sebagai satu ekosistem yang diperkuat oleh Kurikulum Berbasis Cinta (KBC) sebagai identitas khas madrasah.

ABSTRACT

The thesis entitled “The Use of *Deep Learning* Approach to Foster a *Growth Mindset* Among Students at MTsN 2 Blitar City” was written by Nisaul Afifah, Student ID 1860201222108, Islamic Education Program, Department of Tarbiyah, Faculty of Tarbiyah and Teacher Education, UIN Sayyid Ali Rahmatullah Tulungagung, Supervised by Evy Ramadina S.Pd.I., M.Pd.

Keywords: *Deep Learning*, *Growth Mindset*, Akidah Akhlak.

This study was motivated by a phenomenon in the field of education: approximately 66% of Indonesian students still have a fixed mindset, while Islamic Religious Education at the secondary school level tends to focus on knowledge transfer rather than character development. Therefore, this study examines how the *Deep Learning* approach, through its three principles, mindful, meaningful, and joyful learning contributes to fostering a *Growth Mindset* among students in the Akidah Akhlak subject at MTsN 2 Blitar City.

The focus of this research is: 1) How does the principle of Mindful learning contribute to fostering a *Growth Mindset* among students at MTsN 2 Blitar City? 2) How does the principle of Meaningful learning contribute to fostering a *Growth Mindset* among students at MTsN 2 Blitar City? 3) How does the principle of Joyful learning contribute to fostering a *Growth Mindset* among students at MTsN 2 Blitar City? The objectives of this study are: 1) To describe and analyze the principles of Mindful Learning in fostering a *Growth Mindset* among students at MTsN 2 Blitar City; 2) To describe and analyze the principles of Meaningful Learning in fostering a *Growth Mindset* among students at MTsN 2 Blitar City; 3) To describe and analyze the principles of Joyful Learning in fostering a *Growth Mindset* among students at MTsN 2 Blitar City.

This research employs a qualitative approach using a case study design. Data were collected through in-depth interviews with six informants (the school principal, the vice principal for curriculum, the Akidah Akhlak teacher, and three seventh-grade students), participant observation in Class 7H, and document analysis. Data analysis utilized the interactive model by Miles, Huberman, and Saldana, with data credibility tested through source and method triangulation.

The research findings indicate: (1) *Mindful learning* is implemented through thought-provoking questions, differentiated management of student needs, end-of-lesson reflection, and a humanistic approach toward passive students. This principle fosters a *Growth Mindset* by cultivating the awareness that abilities can be developed, building courage in the face of mistakes, and fostering metacognitive capacity. (2) *Meaningful learning* is implemented through contextualizing material, connecting new knowledge with prior knowledge, fostering habits of critical-reflective thinking, and engaging in meaningful projects. This principle fosters intrinsic motivation and brings to life Islamic moral values (steadfastness, sincerity, and obedience) as the narrative of an authentic *Growth Mindset*. (3) *Joyful learning* is implemented through gamified quizzes, creative Canva-based assignments, audio-visual media, and appreciation

for students' courage. This principle develops a *Growth Mindset* by creating a sense of psychological safety, valuing effort over results, and fostering resilience. These three pillars function as a single ecosystem reinforced by the Love-Based Curriculum (KBC) as the madrasah's distinctive identity.