

INTEGRATING VALUES-ORIENTED DEEP LEARNING TO PROMOTE GLOBAL CITIZENSHIP ATTITUDES AMONG PRIMARY LEARNERS

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ABSTRACT

This research investigates the effect of deep learning integrated with Qur'anic verses from Surah Al-Hujurat verse 9–13 on strengthening elementary school students' global diversity attitudes. The study uses a quantitative approach with a one-group *Pretest–Posttest* pre-experimental design. The research subjects consisted of 34 fifth-grade students at SDN Wonoplintahan 2. The research instrument was a global diversity attitude test that included indicators of empathy, tolerance, appreciation of differences, solidarity and cooperation, and global responsibility. The Shapiro–Wilk normality test, paired sample t-test, and Eta effect size were used to analyze the data. All analyses were conducted using SPSS 25. The results revealed a statistically significant increase in students' global diversity attitudes after the intervention, as indicated by a meaningful mean difference between pretest and posttest scores, $t(33) = -8.561, p < .001$, with a large effect size ($\eta^2 = .470$). These results indicate that Surah Al-Hujurat can effectively and sustainably shape the global diversity attitudes of elementary school students.

INTRODUCTION

Educational transformation in the 21st century requires a fundamental shift in learning paradigms. Education is no longer oriented solely toward academic achievement, but toward the holistic development of critical thinking, collaboration, empathy, and global competence as defining characteristics of contemporary global society. In this context, the deep learning approach introduced by (David N. Perkins., 1992) is highly relevant because it emphasizes

meaningful connections between academic knowledge, students' lived experiences, reflective processes, and deep construction of understanding.

Recent empirical studies demonstrate that learning designed around deep learning principles significantly enhances conceptual understanding, problem-solving ability, and students' readiness to navigate complex global realities (Fullan & Langworthy, 2014; Wu, 2024; Yew & Goh, 2016). Furthermore, Indonesia's Merdeka Curriculum, which prioritizes contextual learning and the strengthening of the Pancasila Student Profile, reinforces the urgency of adopting deep learning as a foundational pedagogical approach in basic education (OECD, 2018a; Reimers, 2020). Global research also confirms that deep learning-oriented instruction contributes not only to cognitive development but also to positive social attitudes, moral responsibility, and global awareness from an early age (Karlen et al., 2023; Sant & Hanley, 2022). Therefore, deep learning integrated with character education is a strategic response to globalization and increasing multicultural complexity.

The socio-cultural context of Indonesia further highlights the importance of this approach. As one of the most multicultural countries in the world, Indonesia encompasses a wide diversity in terms of ethnicity, language, religion, and tradition. While this diversity represents a valuable social asset, it also has the potential to cause conflict if not addressed through education that instills mutual respect and understanding from an early age. Multicultural education at the elementary school level plays a crucial role in shaping empathy, social awareness, and openness to differences as components of national and global identity (Aramudin & Susanti, 2024; Banks, 2020). Empirical research in Indonesian elementary schools shows that multicultural learning can increase students' tolerance and empathy when integrating local wisdom and cultural contexts (Fitriyah & Amrullah, 2025; Latifah et al., 2021). This is in line with the broader educational goal of preparing future citizens who respect diversity and are able to adapt in a pluralistic society.

Empirical evidence indicates that instructional practices emphasizing recognition of cultural diversity and social backgrounds effectively increase tolerance, reduce prejudice, and strengthen social cohesion in elementary school settings (I. Kamila, 2023; Romijn et al., 2021). At the global level, UNESCO consistently emphasizes inclusive multicultural education as a prerequisite for peaceful and just societies amid rising identity polarization (UNESCO, 2022, 2023a). Consequently, integrating multicultural values into meaningful learning experiences in primary schools constitutes a preventive educational strategy against intolerance and exclusivism in the 21st century (Edda Sant, Ian Davies, Karen Pashby, 2018; Schleicher, 2020).

From a theological perspective, Surah Al-Hujurat verse 13 provides a universal ethical foundation for character education in multicultural environments. The verse emphasizes that human diversity in ethnicity and nationality is divinely intended to foster mutual understanding (*lita'aruf*), rather than hierarchy or superiority. This principle aligns closely with contemporary Islamic education research, which views diversity as an ethical space for social learning and moral development (Hakimah et al., 2019; Robert W. Hefner, 2023).

Recent studies show that integrating Qur'anic values into classroom learning not only strengthens students' religious identity but also promotes tolerance, empathy, and openness toward cultural and religious differences (Parker & Raihani, 2022; Soleh et al., 2023). Within basic education, the internalization of values derived from Surah Al-Hujurat verse 13 is particularly strategic because it provides a moral foundation that supports global citizenship principles without contradicting globalization goals. Instead, it enriches multicultural education through spiritually grounded social ethics and universal human responsibility (Reimers, 2020; Sant & Hanley, 2022).

The integration of character education and digital literacy is becoming increasingly important as elementary school students actively use global digital platforms that influence their mindsets, social interactions, and values. Although it opens up learning opportunities, digital exposure also risks instilling values that conflict with Islamic ethics and local culture if not balanced with strong character education (Livingstone, 2021; Vissenberg et al., 2022). Digital media has both positive and negative impacts on character development, including the risk of reduced social interaction and exposure to inappropriate content without supervision (Febrianto et al., 2022; Ihza et al., 2024). Therefore, strengthening character education and digital literacy in elementary schools is very important so that

students are able to be critical in the digital world while still maintaining Islamic moral values and local culture (Nurazizah & Junaidi, 2025).

Evidence suggests that students lacking critical and reflective literacy skills tend to imitate popular digital behaviors without understanding their social implications (OECD, 2021; Pangrazio & Sefton-Green, 2020). Therefore, elementary learning must be contextually designed by integrating students' digital realities into reflective activities such as social simulations, collaborative cultural projects, and real-life case discussions (Sant & Hanley, 2022; Wu, 2024). Such approaches enable students to critically evaluate global cultural influences while strengthening moral identity and global awareness without losing cultural and religious roots (Reimers, 2020; Romijn et al., 2021).

The transformation of information technology has fundamentally changed the way students acquire, process, and interpret knowledge. Access to virtually unlimited global information requires elementary school students to have not only basic literacy skills, but also critical literacy and higher-order thinking skills in order to be able to filter, evaluate, and apply information responsibly (Livingstone, 2021; Pangrazio & Sefton-Green, 2020). In this framework, the Global Competence Framework developed by the OECD emphasizes that 21st-century education must equip students with the ability to understand global issues, appreciate other people's perspectives, and interact effectively across cultures (OECD, 2018a; Schleicher, 2020).

Studies consistently show that problem-based deep learning addressing real-world issues enhances students' adaptability to cultural complexity and global challenges (Wu, 2024; Yew & Goh, 2016). Conversely, instructional models focused solely on memorization are increasingly inadequate for preparing learners for the realities of multicultural and digital societies (Reimers, 2020; Sant & Hanley, 2022). Therefore, an effective pedagogical approach to creating a generation that is intellectually, socially, and morally competent is to combine the principles of deep learning with the OECD's global competency framework.

At the classroom level, the implementation of deep learning in primary schools emphasizes experiential learning closely connected to students' daily lives. Teachers function as facilitators who design learning through social observation, reflective dialogue, role-play, and collaborative projects highlighting local cultural diversity (Fullan et al., 2020; Gay, 2022). This pedagogical orientation allows students to construct meaning through social interaction, integrating cognitive, affective, and social dimensions of learning (Illeris, 2021; Mezirow, 2018). Evidence indicates that transformative deep learning fosters empathy, perspective-taking, and multicultural awareness from an early age (Karlen et al., 2023; Romijn et al., 2021). Activities such as the "School Culture Day" project or cross-group discussions provide space for students to reflect on the value of tolerance and relate it to the universal message of Surah Al-Hujurat verse 13 in everyday life (Kasmiati & Arbi, 2024). Thus, deep learning in elementary schools becomes a vehicle for contextual, meaningful, and sustainable global character building (Wu, 2024).

Global Citizenship Education (GCED) is an educational approach developed by UNESCO to shape learners who have critical awareness of humanitarian issues, peace, social justice, and global sustainability. GCED also emphasizes that education should produce responsible global citizens who are oriented towards the common good (*Global Citizenship Education: Topics and Learning Objectives*, 2015; UNESCO, 2022). Multicultural elementary schools in Indonesia rely heavily on GCED because it integrates local, national, and global values (Banks, 2020). The GCED framework consists of three main dimensions: behavioral, social-emotional, and cognitive (Davies et al., 2021; Sant & Hanley, 2022). Studies show that GCED can help students learn about their identity as part of a global community without losing their cultural roots and local religious values. As a result, GCED offers a planned pedagogical foundation for improving Indonesian students' attitudes toward contextual and sustainable global diversity (Parker & Raihani, 2022; Reimers, 2020). Thus, GCED provides a strategic pedagogical foundation for strengthening Indonesian students' attitudes toward contextual and sustainable global diversity.

The OECD emphasizes that one important dimension of global competence that must be instilled from primary education is a perspective on global diversity. This includes the ability to understand global and intercultural issues, respect other people's opinions, interact well with others, and act for the common good (OECD, 2018a, 2021). Developing these attitudes requires a pedagogical approach that allows students to actively engage in meaningful cross-cultural experiences. This is important for learning in elementary school. Project-based learning that addresses

issues of social and cultural diversity has been shown to increase students' empathy, tolerance, and collaborative skills (Chen & Zmire, 2024; Sant & Hanley, 2022). According to other research, student engagement in collaborative learning increases their acceptance of differing opinions and cultural backgrounds (Aramudin & Susanti, 2024; Karlen et al., 2023). Through social projects, decision-making simulations, and cross-background group work, students not only gain academic skills, but they also build inclusive and adaptive characters to the dynamics of the world (Wu, 2024). As a result, project-based learning is a strategic approach to instilling contextual and real attitudes towards global diversity in elementary schools.

The rise of identity polarization, intolerance, and exclusivism among students underscores the urgency of global character education, especially amid the influence of digital media and hate speech in online spaces (UNESCO, 2023a; Vissenberg et al., 2022). Cross-country research shows that exclusive attitudes from elementary school can hinder the ability to collaborate and adapt in multicultural environments in the future (Karlen et al., 2023; Romijn et al., 2021). Character education is now an essential element of 21st-century learning, as a solely cognitive focus risks neglecting students' empathy, tolerance, and social responsibility (Darling-Hammond et al., 2020; Reimers, 2020; Schleicher, 2020). Therefore, the integration of global character education through deep learning and a multicultural approach is an important strategy in shaping students who are inclusive and oriented towards global peace.

International studies show that deep learning in education improves critical thinking, problem solving, academic achievement, and self-regulation through problem-based and collaborative learning (Fullan et al., 2020; Setiawan et al., 2024; Yew & Goh, 2016). The integration of digital technology further strengthens conceptual understanding and intercultural social interaction, including in Indonesia, where it enhances critical thinking and student engagement (Pangrazio & Sefton-Green, 2020; Wu, 2024). Deep learning also supports the development of Pancasila Student Profile values, such as empathy and global awareness (Jerkin, 2025). However, previous research has mostly emphasized cognitive outcomes, with limited attention to affective dimensions and global competencies, especially in Indonesian character education studies (Banks, 2020; I. Kamila, 2023; Karlen et al., 2023; Romijn et al., 2021). Therefore, the present research addresses this gap by integrating deep learning, the values of Surah Al-Hujurat verse 13, and the OECD Global Competence Framework in primary education.

The research gap in basic education studies lies in the limited integration between deep learning approaches, character building based on Islamic values, and internationally recognized global competency frameworks. Most previous studies tend to position Islamic values, including Surah Al-Hujurat verse 13, in the realm of religious or moral education normatively, without systematically linking them to the development of students' global competencies (Apriani et al., 2022; Parker & Raihani, 2022). In fact, the universal message of tolerance, equality, and respect for diversity in this verse is conceptually consistent with the four dimensions of global competencies identified by the OECD (OECD, 2018a). On the other hand, deep learning research in Indonesian elementary schools is still dominated by the measurement of cognitive learning outcomes and rarely evaluates changes in students' social attitudes and multicultural behavior (Karlen et al., 2023; Setiawan et al., 2024). This condition shows the importance of developing an integrated learning model that is pedagogically, theologically, and contextually useful. Therefore, the purpose of this research is to address the identified gap by offering an innovative approach that connects Islamic values, global competencies, and deep learning in primary education (Kasmiati & Arbi, 2024; Wu, 2024).

The influence of globalization and social media on the lives of elementary school students is further reinforced by the empirical findings. The development of digital platforms such as YouTube, TikTok, and Instagram has created a new social space for children, which simultaneously brings opportunities for cross-cultural learning as well as the risk of internalizing values that are not in line with local and religious characteristics (Livingstone, 2021; Vissenberg et al., 2022). International studies show that exposure to digital content without adequate pedagogical guidance can reinforce stereotypes, intolerant attitudes, and exclusive interaction patterns in elementary school-aged children (Pangrazio & Sefton-Green, 2020; UNESCO, 2023a). In this regard, the OECD emphasizes that global skills education must begin early so that students can think critically and responsibly about the challenges of globalization (OECD, 2018a; Schleicher, 2020). In addition, long-term research shows that cross-cultural interaction skills learned in elementary school tend to last into adulthood. These skills influence a person's ability to adapt to social and

professional environments around the world (Reimers, 2020; Romijn et al., 2021). Therefore, research that integrates deep learning with the values of Surah Al-Hujurat verse 13 is empirically relevant in responding to the challenges of digital globalization in primary education.

The main objective of this research is to empirically analyze the effect of applying deep learning integrated with the values of Surah Al-Hujurat verse 13 on strengthening elementary school students' global diversity attitudes. This research is grounded in a theoretical framework that combines deep learning theory as meaningful and reflective learning (Fullan et al., 2020; Perkins, 1992), the OECD global competency framework that emphasizes cross-cultural understanding and social action (OECD, 2018a; Reimers, 2020), and universal Islamic values in building tolerance and human equality (Kasmiati & Arbi, 2024). This research focuses on the extent to which the integration of modern pedagogical methods with Islamic theological principles can enhance students' tolerance, empathy, and interaction skills in a multicultural environment. In this context, the analysis assesses students' cognitive learning outcomes and affective and social development as internationally recognized components of student competence. (Darling-Hammond et al., 2020; Sant & Hanley, 2022). Therefore, this theoretical framework positions basic education as a strategic space for fostering holistically and sustainably grounded global character aligned with religious, cultural, and 21st-century demands.

Theoretically, findings indicate enriches the literature on the integration of Islamic values, multicultural education, and deep learning in fostering tolerance, empathy, and inclusivity from primary education onwards (Banks, 2020; Reimers, 2020). National studies show that the integration of religious education and multicultural learning strategies in elementary schools contributes significantly to the development of students' character and tolerance (Sri Wahyuni et al., 2025; Widiatmaka et al., 2022). as well as the formation of attitudes of respect for diversity and inclusiveness (Atmaja, 2020). Practically, this research is useful for educators and policymakers in developing contextual learning strategies in line with the Merdeka Curriculum and Pancasila Student Profile to strengthen the global and ethical character of students in Indonesia.

The theoretical objective of this research is to develop an integrative conceptual framework that links the principles of deep learning, the values of Surah Al-Hujurat verse 13, and the dimensions of global competence as formulated by the OECD. This framework is expected to systematically explain the relationship between meaningful experience-based learning and the formation of attitudes of tolerance, empathy, and appreciation for diversity in elementary school students (OECD, 2018a; Reimers, 2020). Conceptually, this research affirms that Islamic values are not external to the discourse of global education but possess universal relevance aligned with global citizenship education and contemporary multicultural education (Parker & Raihani, 2022). The practical objective of this research is to provide implementable guidelines for teachers in designing contextual, reflective, and character-building deep learning for students (Fullan et al., 2020; Sant & Hanley, 2022). To ensure scientific validity and potential replication in various elementary school contexts, the conceptual framework developed is intended to be tested empirically through a quantitative approach by measuring changes in students' attitudes toward global diversity before and after the learning intervention (Darling-Hammond et al., 2020; Wu, 2024).

The main focus of this research is to strengthen the theoretical and practical foundations of multicultural education based on Islamic values. Theoretically, this research offers an integrative model to advance educational discourse by linking deep learning as a contemporary pedagogical approach with the universal messages of equality and tolerance found in Surah Al-Hujurat verse 13 and the OECD global competence framework (Banks, 2020; OECD, 2018a). Global education and religious education can work together to shape students' universal human orientation and inclusive character based on this integration (Parker & Raihani, 2022; Reimers, 2020). In practical terms, the findings provide concrete recommendations for teachers and policymakers in designing contextual learning that fosters tolerance, empathy, and social responsibility from primary education onwards (Sant & Hanley, 2022; Schleicher, 2020). The resulting learning model is expected to be replicated and further developed in the implementation of the Merdeka Curriculum, thereby contributing significantly to strengthening character education and preparing Indonesia's young generation to face the dynamics of a multicultural and digital global society (Kasmiati & Arbi, 2024; Wu, 2024).

METHOD

This research employed a quantitative approach to objectively measure the effect of implementing deep learning integrated with the values of Surah Al-Hujurat verses 9–13 on students’ attitudes toward global diversity through numerical data analysis. Quantitative methods are appropriate for testing hypotheses using statistical procedures and for explaining causal relationships between independent and dependent variables (Sugiyono, 2024). This approach is superior because it can produce generalizable findings and control external variables that affect research results. The structured nature of quantitative research also supports the production of valid and reliable data (Cohen et al., 2017). In this context, a quantitative approach was used to compare students’ *pretest* and *posttest* results in terms of empathy, tolerance, respect for differences, solidarity and cooperation, and global responsibility.

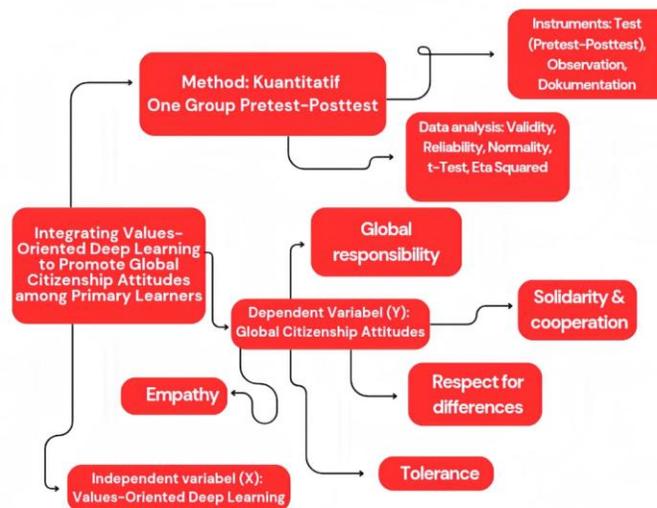


Figure 1. Concept map

This type of research is pre-experimental with a one-group *Pretest–Posttest* design. This design is used because it is suitable for measuring changes after treatment in the same group of subjects, without a control group for comparison. In this design, measurements are taken twice, before treatment (*Pretest*) and after treatment (*Posttest*), to see the differences that occur. As explained by (Sugiyono, 2024) this design is suitable for use in the field because it is flexible, simple, and can be implemented even with limited resources. The disadvantage of this design is the lack of control over external variables, but its advantage is that it can provide a clear picture of the changes in the research subjects (Cohen et al., 2017). The research design used can be described in Table 1 as follows:

Table 1. Design overview *one-group Pretest–Posttest*

<i>one-group Pretest-Posttest design</i>			
Group	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Experiment	O1 (Before Treatment)	X	O2 (After Treatment)

Description:

- O1 = *Pretest* → Initial measurement before treatment
 X = Treatment → In my study: Surah based Deep Learning. Al-Hujurat verses 9-13
 O2 = *Posttest* → Measurement after treatment
 Group = The study only used one class/subject, there was no control group

This research employed a one-group *pretest–posttest* pre-experimental design, selected to efficiently measure differences in students’ attitudes before and after the intervention within the constraints of time and school resources (Cohen et al., 2017). The intervention consisted of deep learning integrated with the values of tolerance, equality, conflict resolution, and diversity derived from Surah Al-Hujurat verses 9–13. Through this design, changes in students’ attitudes toward global diversity were examined by directly comparing *Pretest* and *Posttest* results.

The research population consisted of all 71 fifth-grade students at SDN Wonoplintahan 2 in the 2025/2026 academic year. This population was selected because it was relevant to the objective of strengthening attitudes toward global diversity in civics education, considering that fifth-grade students are at a stage of cognitive and social development that allows for the internalization of tolerance values (Sugiyono, 2024). The research sample consisted of 34 students selected using purposive sampling, with the following criteria: actively participating in Civics Education, never having received integrated deep learning from Surah Al-Hujurat, and willing to participate in the entire research process (Etikan, 2017).

Deep learning integrated with the values of Surah Al-Hujurat verses 9–13 served as the independent variable (X). The dependent variable (Y) was students’ attitudes toward global diversity. This variable was operationalized into five measurable indicators: empathy, tolerance, respect for differences, solidarity and cooperation, and global responsibility. These indicators are consistent with the global competence framework promoted by the OECD and UNESCO and with contemporary perspectives on global citizenship education (Chen & Zmire, 2024; OECD, 2018b; UNESCO, 2023b).

Data were collected using a *pretest* and *posttest* attitude scale instrument consisting of 25 multiple-choice items. Each indicator of global diversity attitudes was represented by five items, ensuring balanced measurement across all dimensions. The instrument was designed to assess students’ understanding and attitudes within the context of Civic Education and the values embedded in Surah Al-Hujurat verses 9–13. The instrument content was reviewed and validated by Civic Education teachers and expert lecturers to ensure content relevance and clarity. Reliability testing was conducted using Cronbach’s Alpha, with a coefficient value greater than 0.70 indicating acceptable reliability (Isah, 2020; Sugiyono, 2024). Empirical validity was tested using Pearson Product Moment correlation to confirm that each item adequately measured the intended construct.

The learning module used during the treatment phase was developed based on deep learning principles and Qur’anic values from Surah Al-Hujurat verses 9–13. The module emphasized contextual learning, collaborative activities, reflective discussion, and real-life social situations to support the internalization of tolerance and diversity values among students (OECD, 2018b; Soleh et al., 2023). The research data consisted of primary data in the form of students’ *Pretest* and *Posttest* scores, as well as secondary data in the form of curriculum documents, student profiles, and school learning guidelines. The integration of both types of data was used to strengthen the context and interpretation of the research results (OECD, 2018b; Sugiyono, 2024)

Data collection was conducted in five sequential stages: initial classroom observation, *pretest* administration, implementation of the Surah Al-Hujurat-integrated deep learning intervention, *posttest* administration, and data processing using SPSS version 25 (A. A. U. U. Kamila, 2023)(Djamba & Neuman, 2002). Data analysis included validity and reliability tests, Shapiro–Wilk normality tests because the sample size was <50 (ANDY FIELD, n.d.; Razali & Wah, 2011) and test the hypothesis using a paired sample t-test according to the normality test results (Ghasemi & Zahediasl, 2012). This analytical approach ensures that the conclusions drawn are valid, reliable, and consistent with the characteristics of the research data. The t-test formula is:

$$t = \frac{\bar{d}}{sd / \sqrt{n}}$$

Formula 1. Paired sample t-test

Explanation :

t = t-statistic value resulting from the Paired sample t-test calculation

\bar{d} = average difference between *Pretest* and *Posttest* data

Sd = Standard deviation of the difference between *Pretest* and *Posttest* data

n = number of samples

The data analysis procedure began by establishing a significance level (α) of 0.05, corresponding to a 95% confidence level, prior to the paired-sample t-test. Next, the degrees of freedom (df) are calculated using the formula $df = N - 1$, where N is the number of research subjects. Then, the t-value is calculated by comparing it with the t-table, and the decision criterion is that H_0 is rejected and H_1 is accepted if the calculated t-value is greater than the t-value in the table. This shows that multicultural learning at Surah Al-Hujurat improves students' understanding of global diversity. If the calculated $t \leq t$ table, then H_0 is accepted and H_1 is rejected, which means that there is no significant effect on the improvement of these attitudes.

The final stage involved calculations using Eta Squared to determine the extent of the influence of Integrated Deep Learning of Surah Al Hujurat verses 9–13 on attitudes toward global diversity in elementary schools. The entire calculation process was carried out using SPSS version 25, which was chosen for its ability to produce objective, fast statistical outputs and minimize manual calculation errors, thereby increasing the precision and accuracy of the research findings. Interpretation was carried out by looking at the sig. (p) value; if $p < 0.05$, there was a significant difference. This test is important to prove the hypothesis that surah-based deep learning has an effect on improving global diversity attitudes.

Research ethics are maintained by obtaining official permission from the school and ensuring that research activities do not interfere with the teaching and learning process.

The identity and personal data of students are kept confidential, in accordance with the principles of educational research ethics (Cohen et al., 2017). participation is voluntary, and students and parents are given an explanation of the objectives, procedures, and benefits of the research before the activity begins. In the implementation of learning, researchers ensure that learning activities respect the values of diversity in religion, culture, and the social backgrounds of students. The principle of do no harm is applied to avoid negative psychological and social impacts on students (UNESCO, 2023b). This approach ensures that the research is conducted in accordance with academic rules, complies with legal norms, and respects the rights of participants.

RESULT AND DISCUSSIONS

The results are comprehensively interpreted to explain the empirical findings regarding the influence of Surah Al-Hujurat value-integrated deep learning on elementary school students' attitudes toward global diversity. The findings highlight the importance of changes occurring in students as active subjects of learning, beyond the presentation of statistical data. The objective of this research is to identify differences between quantitative evidence, theoretical foundations, and the social, cultural, and religious contexts surrounding basic education practices in Indonesia. This method is in line with the concept of holistic education found in current Islamic education literature. This approach specifically emphasizes the relationship between religious and social character building and educational experiences (Fitriyah & Amrullah, 2025; Permatasari et al., 2023).

The present research is situated within the context of 21st-century education, which demands the strengthening of global competencies, character, and universal human values. Each result is analyzed by relating it to deep learning theory, multicultural education, and the global competency framework. In addition, The present findings are compared with previous studies. This approach is expected to provide a complete picture of the meaning, contribution, and broad implications of applying integrated deep learning of Islamic values in shaping students' attitudes towards global diversity from an early age. The integration of Islamic values in the context of multicultural education has also developed as an effective approach to building attitudes of tolerance and inclusiveness (Fitriyah & Amrullah, 2025).

Civics lessons in fifth grade elementary school, the present research focuses on the application of deep learning integrated with the values of Surah Al-Hujurat verses 9-13. Learning is designed systematically and focuses on meaningful, reflective, and contextual learning. The main objective of learning is to increase students' understanding of the diversity of the world. The concept of values education is in line with the role of educators as active facilitators (Permatasari et al., 2023), which emphasizes the importance of teachers internalizing religious and social values in the learning process (Fitriyah & Amrullah, 2025). Researchers also act as learning facilitators, helping students learn through active learning experiences, rather than just passively receiving information.

The initial stage of the treatment begins with contextual stimulation, which involves presenting real-life situations that are familiar to students, such as minor conflicts between friends, differences of opinion in group discussions, or examples of cultural diversity and social backgrounds in the school environment. These situations are used as a starting point for discussion so that students can relate the social values to be learned to their daily lives. At this point, the teacher explains the relevant verses from Surah Al-Hujurat to build values, such as the command to reconcile conflicts (verse 9), the prohibition of prejudice and ridicule (verses 11-12), and the principle of *lita'arāfū*, which is the basis for respect for diversity (verse 13). This method improves students' ability to relate real-world experiences to moral values. This activity is in line with the principle of experiential learning, which places reflection on experience as the starting point for the formation of value awareness (Permatasari et al., 2023).



Figure 2. Learning activities

The deep learning approach emphasizes exploration and reflective discussion through heterogeneous group work, in which students discuss social issues, examine the values of Surah Al-Hujurat, and determine their attitudes, with guidance from teachers through quality questions that encourage understanding of the meaning of the verses and the social impact of actions. Students not only gain cognitive understanding of the learning content, but also internalize spiritual and emotional values that are essential for their social and moral development. This broadens the understanding of learning from mere knowledge transfer to reflective character building, as suggested in educational approaches rooted in contemporary Islamic traditions (Permatasari et al., 2023). Students apply the values of Surah Al-Hujurat through role-playing, group work, and problem solving to foster empathy, tolerance, solidarity, and fair social interaction without discrimination.

At the end of the lesson, students reflect on the values of Surah Al-Hujurat in order to internalize them and develop social attitudes and responsibilities in their daily lives. Surah Al-Hujurat uses an integrated deep learning approach through a series of well-designed lessons. Stimulation to think about context, explore and speak reflectively, apply values through collaborative activities, and internalize and reflect on these values are all examples of this. This method aligns with global research objectives and 21st-century competency frameworks, enabling students to gain a deeper understanding of global diversity while fostering empathy and tolerance.

The initial stage of data analysis in the study focused on testing statistical prerequisites to ensure the accuracy of the analysis techniques used. A normality test was conducted on the *Pretest* and *Posttest* scores of students' global diversity attitudes using the Shapiro-Wilk test, given that the research sample size was less than 50 respondents. The

test results showed that the significance value of the *Pretest* data was 0.001 and the *Posttest* data was 0.000, both of which were below the significance threshold of 0.05. Statistically, it can be concluded that the distribution of *Pretest* and *Posttest* data did not meet the normality assumption. These findings indicate that the distribution of student attitude scores before and after treatment tended to be asymmetrical, indicating variation in students' initial attitudes and a sharp change after the implementation of Surah Al-Hujurat integrated deep learning.

Table 2. Normality Test Results for *Pretest* and *Posttest* Scores on Global Diversity Attitudes

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Pretest</i> global diversity	.185	34	.005	.873	34	.001
<i>Posttest</i> global diversity	.220	34	.000	.847	34	.000

The normality test results show that the data are not normally distributed. The paired sample t-test was used because the t-test is robust in a pre-test–post-test design with a sample size exceeding 30. Because it compares paired measurements within the same group without extreme anomalies, the t-test remains appropriate for use in educational research. Therefore, the paired sample t-test is considered relevant for testing the difference in students' global diversity attitude scores before and after the learning treatment. Previous methodological studies suggest that the paired sample t-test remains sufficiently robust against moderate violations of normality, particularly when sample sizes exceed 30 and the analysis focuses on mean differences within the same group.

The results of the paired sample t-test analysis show that there is a significant difference in students' global diversity attitude scores before and after the learning treatment. The average difference between the *Pretest* and *Posttest* scores of -21.176 indicates a substantial increase in scores after students participated in the Surah Al-Hujurat integrated deep learning program. The t-value was -8.561 with a degree of freedom (df) = 33 and a significance value (Sig. 2-tailed) of 0.000. Because the significance value was much smaller than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings empirically prove that the application of Surah Al-Hujurat integrated deep learning has a significant effect on improving the global diversity attitudes of elementary school students.

Table 3. Results of the paired sample t-test on students' attitudes toward global diversity

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
			Lower	Upper				

Pair 1	<i>Pretest</i> global diversity	-	14.423	2.474	-26.209	-16.144	-	33	.000
	- <i>Posttest</i> global diversity	21.176					8.561		

The improvement in global diversity attitudes demonstrates the success of deep learning in instilling the values of tolerance, empathy, solidarity, and global responsibility through reflective learning integrated with the values of Surah Al-Hujurat verses 9–13. This reinforces the argument that religious value-based learning packaged through a modern pedagogical approach can have a real impact on the formation of students' social attitudes.

The interpretation of the t-test results is that the analysis is followed by calculating the effect size using the Eta measure. The analysis results show an Eta value of 0.685 on the *Pretest* and an increase to 0.800 on the *Posttest*. This value falls into the large effect category, indicating that Surah Al-Hujurat's integrated deep learning has a high effect in improving students' attitudes toward global diversity. In other words, the changes that occurred were not only statistically significant but also had strong practical significance in the context of basic education.

Table 4. Effect Size (Eta) Calculation Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
<i>Pretest</i> global diversity * <i>Posttest</i> global diversity	Between Groups	(Combined)	4421.929	3	1473.976	8.855	.000
	Within Groups		4993.600	30	166.453		
	Total		9415.529	33			

Measures of Association

	Eta	Eta Squared
<i>Pretest</i> global diversity * <i>Posttest</i> global diversity	.685	.470

The large effect size indicates that the deep learning approach applied is capable of creating a transformative learning experience. Students not only understand the concept of diversity conceptually, but also demonstrate a real change in attitude in their views and responses to social, cultural, and religious differences. These research findings are in line with the Global Competence Framework (OECD, 2018a) which emphasizes that global competence is formed through learning that encourages a deep understanding of global issues, the development of empathy, and the ability to interact effectively in a multicultural context.

The integration of Surah Al-Hujurat verse 13 in deep learning forms students' social understanding through the concept of *lita'arāfū*, which emphasizes diversity as a natural condition that should be addressed with mutual

understanding and respect. According to Vygotsky's theory, children's social attitudes and understanding are formed through significant social interactions before being internalized as part of an individual's psychological structure (Vygotsky, 1978). Deep learning that encourages discussion, reflection, and cooperation provides a context for social interaction that allows the value of *lita'arāfū* to be internalized naturally and sustainably. This process is in line with the mechanisms of social development described by Vygotsky (1978).

From a multicultural education theory perspective, the following research findings reinforce Banks and Nieto's idea that valuing differences is at the core of equitable educational practices, where schools play a role in fostering tolerance, empathy, and inclusivity through meaningful learning processes (Banks, 2008; Nieto, 2010). Effective multicultural education emphasizes cultural learning as well as the formation of students' attitudes, feelings, and intelligence. This method is enriched by Surah Al-Hujurat verse 13 as a contextual moral-spiritual foundation so that tolerance and inclusion are understood and practiced as religious teachings, not merely abstract concepts.

The results of the study show a correlation with the Global Competency Framework, which emphasizes the importance of understanding other people's opinions, relating to people from different cultures, and acting for the common good. The improvement in students' attitudes toward global diversity shows that in-depth learning based on Surah Al-Hujurat helps enhance the affective and ethical dimensions of global competence. This indicates that global education does not need to be secular or dependent on religious or local values. Instead, universal and humanistic religious values can be incorporated to strengthen global education.

Previous studies have shown that the formation of tolerant and inclusive attitudes in elementary school children is significantly influenced by meaningful and reflective learning. Studies (Sant & Hanley, 2022) and (Romijn et al., 2021) Learning that encourages dialogue, reflection, and meaningful social interaction increases empathy and acceptance of cultural differences from an early age. Other research also shows that learning strategies involving value reflection, social discussion, and contextual experiences are more effective than conventional memorization-oriented approaches, as they enable students to internalize values through authentic and transformative learning experiences (Fullan et al., 2020; Karlen et al., 2023). Notably, the findings indicate that the integration of Surah Al-Hujurat deepens the internalization of values and strengthens the impact of learning on students' attitudes.

The success of implementing Surah Al-Hujurat-integrated deep learning was also influenced by several supporting aspects. Elementary school students who are in the phase of forming values and social identity are more receptive to value-based learning, which has an impact on their cognition and character. Second, the role of teachers as facilitators and role models is very important for the internalization of diversity values. This is especially true when teachers can connect learning materials with students' experiences. Third, a heterogeneous and pleasant school environment allows for direct respect and tolerance in daily interactions.

The findings indicate a greater impact. They will not only change students' attitudes in the short term, but they will also influence future basic education policies and practices. Surah values are combined with learning. Al-Hujurat can serve as an alternative model for improving character education and global competencies in elementary schools. This approach has the potential to shape a generation that excels academically with global awareness, an inclusive attitude, and the ability to live harmoniously through holistic learning that encompasses cognitive, affective, social, and spiritual aspects. Surah Al-Hujurat-based deep learning effectively addresses the challenges of 21st-century education while contributing significantly, both theoretically and practically, to the development of basic education.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of deep learning integrated with the values of Surah Al-Hujurat verses 9–13 has a significant effect on improving the global diversity attitudes of elementary school students. This is indicated by the statistically significant difference between the *Pretest* and *Posttest* scores and the effect size value, which is in the large category. Deep learning is capable of creating meaningful learning experiences through active engagement, critical reflection, and the reinforcement of tolerance and appreciation for diversity. The integration of the values of Surah Al-Hujurat strengthens the socio-emotional dimension of students in interpreting differences as a natural trait that must be addressed with empathy and

cooperation. Thus, this learning model is not only effective in improving cognitive aspects but also contributes significantly to the formation of students' global character. Based on these findings, the application of Islamic value-based deep learning is recommended as a contextual learning strategy in elementary education.

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