

Application of the Problem-Based Learning Model to Deep Learning in Hindu Religious Education: Vedic Scripture Topics

I Gusti Putu Arya Ariyasa¹, Darmadi Putra², I Putu Sudarma³,

SMAN 4 Luwu Utara, Provinsi Sulawesi Selatan
SMK Negeri 1 Palopo, Provinsi Sulawesi Selatan
SMP Negeri 4 Wotu, Provinsi Sulawesi Selatan

E-mail Correspondence: igustiputuaryaariyasa@gmail.com

Keywords:	Abstract
Deep Learning, Vedas, Hinduism	<i>This research addresses the core challenge in Hindu Religious Education: students' low cognitive and reflective engagement in studying the Vedic Scriptures, caused by teaching methods focused largely on memorization rather than deep understanding. The main argument advanced is that implementing a Problem-Based Learning (PBL) model directly stimulates deep learning in Vedic studies, shifting the educational focus from rote memorization to analytical thinking, reflective understanding, and the integration of spiritual values. Using a descriptive qualitative approach combining participatory observation, interviews with teachers and students, and analysis of learning documents. The study analyzes how PBL promotes the construction of knowledge and transforms learning experiences. Findings demonstrate that PBL facilitates analytical thinking, encourages spiritual reflection, strengthens the ability to contextualize Vedic teachings, and fosters meaningful collaboration. By highlighting the effectiveness of PBL, this research substantiates the need for pedagogical innovations in Hindu Religious Education to produce holistic, morally, and spiritually aware students, thereby meeting the demands of 21st-century learning.</i>

Kata kunci:	Abstrak
Pembelajaran Mendalam, Kitab Weda, Agama Hindu	<i>Penelitian ini berada dalam rumpun Pendidikan Agama Hindu, khususnya pada pengembangan praktik pedagogi yang mendorong pembelajaran mendalam dalam kajian Kitab Suci Weda. Permasalahan utama yang melatarbelakangi penelitian ini adalah rendahnya keterlibatan kognitif dan reflektif peserta didik akibat praktik pembelajaran yang masih berfokus pada hafalan sehingga belum mampu menstimulasi kemampuan berpikir tingkat tinggi dan penghayatan nilai spiritual. Penelitian ini bertujuan menganalisis efektivitas penerapan model Problem-Based Learning (PBL) dalam menstimulasi pembelajaran mendalam pada materi Weda dengan meninjau proses konstruksi pemahaman dan transformasi pengalaman belajar siswa. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif melalui observasi berperan serta, wawancara mendalam dengan guru dan peserta didik, serta analisis dokumen pembelajaran. Temuan riset menunjukkan bahwa penerapan PBL memfasilitasi aktivitas berpikir analitis, menumbuhkan refleksi spiritual, meningkatkan kemampuan mengaitkan ajaran Weda dengan konteks kehidupan, dan mendorong kolaborasi bermakna dalam pembelajaran.</i>

	<i>Penelitian ini berkontribusi pada penguatan kajian pedagogi agama Hindu dengan menegaskan bahwa integrasi PBL dalam kajian Weda tidak hanya meningkatkan pemahaman tekstual, tetapi juga membentuk kesadaran moral dan spiritual peserta didik secara holistik. Hasil penelitian ini penting untuk memperkaya strategi pembelajaran yang relevan dan kontekstual dalam Pendidikan Agama Hindu guna menjawab tuntutan pembelajaran abad ke-21.</i>
--	--

I. INTRODUCTION

The Independent Curriculum era requires students to go beyond factual knowledge, demanding critical, creative, and collaborative thinking that connects concepts to real-life situations. In Hindu Religious Education, particularly with the Vedic Scriptures, these needs are urgent because the subject matter is deeply conceptual and reflective. Addressing this gap, this study argues that deep learning, especially through a Problem-Based Learning (PBL) approach, is essential for enabling students to internalize, analyze, and apply Vedic values meaningfully in their lives. Following this, various cutting-edge studies confirm the relevance of deep learning in schools. For instance, studies on the integration of Deep Learning in the elementary school curriculum show that meaningful learning can significantly increase critical thinking and student involvement (Isnayanti, 2025).

Other findings reveal that religious learning that adopts a deep learning design is gradually able to strengthen conceptual understanding, reflective skills, and the relationship between religious materials and social reality (Irfanuddin, 2025). Moreover, the results of a literature review on *Problem-Based Learning* (PBL) show its effectiveness in improving learning outcomes and critical reasoning at various levels of education (Azharuddin, 2023). Looking back, research during the 2017–2022 period consistently shows that PBL encourages students to construct knowledge and develop analytical skills in solving problems based on life contexts (Cahyani, 2021; Patra, 2019).

Despite these promising findings, the implementation of Deep Learning and PBL in Hindu Religious Education still faces various challenges. Initial observations at one of the State High Schools in North Luwu show that the learning *of the Vedic Scriptures* is still dominated by lecture methods and memorization assignments. Observational data revealed that 62% of students merely copied information without the ability to relate Vedic concepts to social realities, 28% understood the material superficially and struggled to explain its meaning, and only 10% demonstrated analytical skills and actively participated in class dialogues. The lack of students' ability to elaborate on *the values of the Vedas* shows that learning has not optimally stimulated higher-level thinking skills.

Furthermore, interviews with subject teachers revealed that students are not used to using problem-solving-based analytical activities so they tend to be passive when discussing. The teacher added that the delivery of abstract material requires a more contextual learning strategy. Additionally, the results of the questionnaire showed that 66% of students considered learning less interesting due to a lack of media exploration and a lack of group discussions; while 71% find it difficult to understand

the Vedic structure and therefore require a learning approach that directs them to find meaning independently. Collectively, these findings prove the gap between the demands of 21st-century learning and pedagogical practices in the classroom.

This divergence between learning needs and classroom practices highlights a need for instructional innovation focused on helping students construct meaning, think critically, and apply religious values. This study asserts that the PBL model is a strong candidate for stimulating deep learning by engaging students in problem identification, information gathering, critical analysis, collaboration, and communication of results. The PBL model aligns with the *Vedic* material's need for reasoning, reflection, and integration of *Dharma* values.

Supporting this approach, theoretical studies show that deep learning is a process in which students construct knowledge through the integration of concepts, skills, and reflective experiences (Fahlevi, 2022). The mindful, meaningful, joyful learning approach is oriented towards full attendance, the connection of concepts with experiences, and the creation of a pleasant learning atmosphere so as to increase intrinsic motivation (Muvid, 2024). PBL, which is based on inquiry and problem-solving, allows students to understand the essence of the Vedas as a moral and spiritual source. Through group discussions, students can analyze the sloka, relate their understanding to social phenomena, and interpret the divine values contained in them.

In line with this, research related to PBL in the context of religion shows a positive direction. Literature studies show that PBL is effective in improving students' learning outcomes, independence, creativity, and critical thinking skills (Azharuddin, 2023). At the elementary school level, religious learning based on deep learning trains students to connect religious knowledge with daily life, increasing engagement and motivation to learn (Irfanuddin, 2025). Previous research has also provided evidence that the integration of deep learning principles is a catalyst for pedagogical transformation towards more reflective, contextual, and relevant learning (Isnayanti, 2025).

This research aims to address the gap in literature and practice by directly assessing the application of PBL to promote deep learning in Vedic Scripture study. The study's primary argument is that targeted use of PBL fosters deeper student engagement with Vedic teachings by strengthening analytical, reflective, and collaborative skills. Thus, it offers empirical support for evolving Hindu Religious Education toward dialogue-rich and reflective practice.

Practically, the significance of this research is that it is beneficial for educators in developing relevant and meaningful learning designs, increasing student engagement, and facilitating learning experiences that foster spiritual value in life. Schools can also leverage research findings to develop experiential and collaborative learning policies to strengthen 21st-century competencies.

This study specifically analyzes whether *the Problem-Based Learning* model effectively stimulates deep learning in *Vedic Scriptures*, particularly by improving analytical, reflective, and collaborative competencies, and by building students' ability to relate *Vedic* teachings to daily life. The

central hypothesis is that PBL yields measurable gains in critical thinking, collaboration, and real-life application of Vedic values.

II. METHOD

To address these objectives, this study uses a descriptive qualitative approach to describe in depth the application of *the Problem-Based Learning* (PBL) model in stimulating deep learning in the *Vedic scriptures material*. The research was carried out at SMA Negeri 4 Luwu Utara by involving Hindu Religious Education teachers and class X students as the main data source. Data were collected through participatory observation during the PBL learning process, which included presenting contextual problems, group discussions, tracing of information from *the Vedas*, reflective presentations, and drawing the meaning of *Dharma values*, as well as in-depth interviews with teachers and students about learning experiences, difficulties, and mindset changes. In addition, the researcher collected documents in the form of lesson plans, field notes, group work, and recordings of the discussion process. The main instrument of the research is the researcher himself, assisted by observation guidelines and open interview guidelines to ensure that the focus of the data is maintained. Data were analyzed using interactive analysis techniques that included data reduction, data presentation, and conclusion drawing through thematic coding to identify patterns related to deep learning stimulation, such as analytical ability, value reflection, and the connection of *Vedic concepts* with the context of life. The validity of the data was obtained through triangulation of sources and techniques by comparing findings from observations, interviews, and documents.

III. RESULTS AND DISCUSSION

1. Research Results

The results of the study show that the application of *the Problem-Based Learning* (PBL) model in the learning of *the Vedic Scriptures* is able to stimulate deep learning through the active involvement of students in the process of exploration, reasoning, and reflection of values. Initially, most students were used to memorization-oriented learning, so they tended to be passive when faced with problem identification activities. However, after the implementation of PBL, there was a notable change in learning patterns, which was characterized by an increase in the ability to ask questions, associate the concept of Vedas with daily life, and increase participation in group discussions. Teachers also reported that students became more open to exploring contextual topics, particularly those related to dharma, ethics, and human connection to the environment.

Analysis of interview data showed that students felt more understanding of *Vedic* teachings when they were asked to explore real issues such as social disharmony in the family, generational conflicts, and religious practices that deviate from the guidance of the dharma. One of the students stated that this kind of learning "makes us really understand the meaning, not just memorize the *stoka*."

This is in line with findings in teacher interviews which stated that during the PBL process, students more often take reflective notes rather than just rewriting information. The teacher also assessed that the classroom atmosphere became more lively because the dialogue between students flowed naturally and argumentatively.



Figure 1. Teachers accompany students in deep learning

The results of observation of the learning activities in the picture show that teachers play an active role in providing direct assistance to students during the learning process. The teacher can be seen approaching the group of students, lowering their bodies towards the table, and giving directions regarding the assignments they are doing. Students seem to pay close attention to the teacher's explanation while taking notes on the worksheet, indicating good learning engagement. The interaction that occurs is two-way, where the teacher not only conveys information but also facilitates understanding through personal guidance. The learning atmosphere looks conducive, shown by the students' focus on completing assignments, while teachers continue to monitor their progress closely. This activity reflects the application of mentoring strategies that support meaningful learning, allowing students to understand the material more deeply through dialogue, direct instruction, and reinforcement of concepts during the learning process.

In general, the results of observations show that there are four forms of deep learning skills that have developed significantly, namely: analytical skills, philosophical reflection, context connection, and collaboration. In the problem identification phase, students begin to practice observing phenomena, asking critical questions, and formulating problems in their own language. When entering the group discussion phase, they exchange views and demonstrate the ability to formulate arguments based on *Vedic* texts. The presentation phase showed that most of the groups were able to relate the results of the text search to daily life practices. Meanwhile, in the reflection phase, some students show maturity in thinking, such as seeing problems not as a single conflict, but as a multidimensional phenomenon that requires spiritual and ethical disclosure.

The analysis of documents in the form of field notes, lesson plans, and student products strengthened the finding that PBL facilitated the process of knowledge construction. Field records show that learners began to use reflective language, for example, associating the concepts of *ṛta* and *dharma* with social order and family responsibility. The group's products in the form of concept maps, value summaries, and case studies show the capacity to integrate Vedic teachings with actual events, such as bullying, intolerance, and environmental crises. In addition, in some written products, students are able to make conclusions with evaluative nuances that show a deepening of meaning.

Table 1. Key Findings Based on Observational and Interview Analysis

Deep Learning Indicators	Summary of Findings
Analytical Capabilities	Students are able to analyze phenomena and formulate problems based on Vedic values
Philosophical Reflections	Students associate dharma values with attitudes toward life in the family and society
Context Connection	The invitation to connect Vedic texts with actual issues has increased significantly
Collaboration	Discussion interaction is becoming more active; the group is able to produce a synthesis of ideas

Critical analysis of the overall data shows that the success of PBL implementation is influenced by three main factors: teachers' readiness to design problem scenarios, students' openness to dialogue, and the availability of contextual learning resources. Teachers who are able to facilitate discussions well can lead students to a deeper meaning process; on the other hand, teachers who are too dominant in providing answers actually hinder the inquiry process. In addition, the need for diverse learning resources and real-life examples determines the success of deep learning because learners need concrete context to interpret the meaning of the *sloka*.

Overall, this study shows that the application of PBL not only improves knowledge mastery but also leads students to a more reflective, meaningful, and human-value-oriented learning experience as taught in the *Vedas*. This proves that problem-solving-based religious learning is able to actualize spiritual teachings in daily life practices, while repositioning the position of teachers as facilitators who guide the process of searching for meaning, not just conveying information.

2. Discussion

The results of the study show that the application of the *Problem-Based Learning* (PBL) model is able to stimulate deep learning in the *Vedic scriptures* through strengthening high-level thinking activities, reflective skills, and the connection of concepts with the context of life. These findings show the transformation of the learning process from memorization patterns to analytical and reflective learning, as seen from changes in the pattern of teacher-student interaction and the increase in students'

ability to identify problems, ask critical questions, interpret the meaning of slokas, and relate them to the phenomenon of social life.

These findings are in line with the results of recent research showing that deep learning encourages the construction of meaning through the integration of concepts, experiences, and reflection (Isnayanti, 2025). Similar to the study conducted by Irfanuddin (2025), the application of deep learning in religious education encourages higher cognitive and spiritual engagement. Furthermore, Azharuddin's (2023) research on the effectiveness of PBL in improving learning outcomes shows the alignment of findings that problem-based learning structures provide space for students to conduct independent exploration, ask questions, and build more targeted understanding. Thus, the application of PBL in the context of Vedic Scripture learning demonstrates strong methodological and empirical relevance in supporting meaningful learning.

Nevertheless, the findings of this research provide an original dimension that has not been evident in previous studies, namely the emphasis on integrating *Vedic* spiritual values in the context of problem-solving. In contrast to the findings of studies on religious education in general (Irfanuddin, 2025), this study shows that PBL allows students to read and interpret the *sloka* contextually through actual cases, such as family relations, public morality, and social harmony. This activity deepens students' understanding of the value of dharma as a principle of truth in life, which not only stops at textual knowledge, but also penetrates into moral and spiritual awareness. Thus, religious learning becomes a means of character formation that is relevant to modern social dynamics.

In addition, this study reveals that the success of the implementation of PBL in stimulating deep learning is influenced by a learning ecosystem that is able to facilitate meaningful interactions. The results of the observation showed that teachers who acted as facilitators were able to build a classroom atmosphere that encouraged open discussion, collaboration, and reflection. This is in line with the findings of Muvid (2024), who emphasized that deep learning requires a mindful, meaningful, and joyful atmosphere in order to intrinsically motivate students. These findings indicate that PBL is not only an instructional model, but also a mechanism for creating a learning environment conducive to the exploration and construction of meaning.

Furthermore, the findings of this study enrich the study of PBL by highlighting gradual changes in student learning behavior. At the beginning of the implementation of PBL, students showed a learning pattern that tended to be passive and relied on the teacher's explanation, in line with the description of the traditional pedagogical model. However, after several learning cycles, there was a significant increase in the aspects of participation, the courage to express opinions, and the ability to elaborate concepts. These findings are consistent with the study of Cahyani (2021), which reported that PBL increases student involvement and ability to formulate arguments. However, this research adds that these changes are triggered by the processing of spiritual values obtained through in-depth reading and discussion of the sloka, resulting in philosophical meanings not found in previous studies.

Although the findings of the study are relevant to the literature affirming the effectiveness of PBL, this study makes a new contribution in showing how Vedic values have become interpretive instruments in examining contemporary phenomena. Sloka interpretation activities in relation to social issues make students develop a transformative thinking model. This process is not just a transfer of religious knowledge but integrates cognitive, affective, and spiritual aspects in the learning experience. This distinguishes the results of this study from other studies on the context of religious literacy that tend to focus on aspects of textual understanding rather than context integration (Patra, 2019).

A critical analysis of the previous literature reveals that most research on PBL in education tends to focus on improving cognitive skills and quantitative learning outcomes. Meanwhile, this study highlights qualitative aspects related to reflection, value awareness, and transformation of meaning, which are important elements in religious education. This shows that there is an expansion of perspectives in PBL studies, from just a tool to improve analytical skills to a means of forming a deep sense of meaning. Thus, this study fills the void of literature that has not explored in detail how PBL can be a vehicle for the formation of contemporary spirituality in the realm of Hindu education.

The originality of this research lies in the integration of PBL with an in-depth study of the value of the Vedas as the main study material. In addition, this study presents an analytical approach to the transformation of students' learning patterns through three perspectives: cognitive, affective, and spiritual, which in PBL studies are rarely explored simultaneously. The qualitative approach provides an opportunity for researchers to explore the process of internalizing values more comprehensively, thereby providing a contextual picture of the dynamics of learning that occur. Thus, this research has the potential to make a significant contribution to the development of the study of spiritual pedagogy in Hindu religious education.

From all the findings, it appears that problem-based learning on Vedic material can be a means of constructing dynamic and meaningful knowledge. This process allows learners not only to understand the concepts of dharma and ṛta theoretically, but also to formulate their practical implementation in daily life. Thus, religious learning does not stop at the transfer of information, but becomes a reflective experience that connects universal teachings with reality. This is proof that PBL plays a role as a bridge for students in building contextual spirituality that is relevant to the development of the times.

CONCLUSION

Based on the findings of this study, it shows that the application of *the Problem-Based Learning* (PBL) model is effective in stimulating deep learning in the *Vedic scriptures* through improving analytical, reflective, collaborative skills, and the ability to relate Vedic teachings to real-life contexts. The problem-based approach encourages learners to actively identify contextual problems, interpret the sloka meaningfully, and formulate an understanding of dharma values in life practice, so that the

learning process shifts from mere memorization to deeper construction of meaning. These findings confirm that the integration of PBL with Vedic spiritual study not only forms the ability to think higher but also makes a new contribution to the development of science, particularly in the realm of Hindu religious pedagogy through an emphasis on internalizing values and transforming learning experiences holistically.

BIBLIOGRAPHY

- Afandi, D. D., Subekti, E. E., & Saputro, S. A. (2024). Pengaruh model pembelajaran problem based learning terhadap hasil belajar IPAS. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 113-120.
- Anwar, M. K. (2017). Pembelajaran mendalam untuk membentuk karakter siswa sebagai pembelajar. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 2(2), 97-104.
- Aulia, L. N., Susilo, S., & Subali, B. (2019). Upaya peningkatan kemandirian belajar siswa dengan model problem-based learning berbantuan media Edmodo. *Jurnal Inovasi Pendidikan IPA*, 5(1), 69-78.
- AZHARUDDIN, A. (2024). Penggunaan Model Problem-Based Learning Dalam Meningkatkan Hasil Belajar Biologi. *Jurnal Ilmiah IPA dan Matematika (JIIM)*, 2(2), 39-44.
- Cahyani, V. P., & Ahmad, F. (2024). Efektivitas Problem Based Learning terhadap Keterampilan Berpikir Kritis, Hasil belajar dan Motivasi Siswa. *Venn: Journal of Sustainable Innovation on Education, Mathematics and Natural Sciences*, 3(2), 76-82.
- Djonomiarjo, T. (2020). Pengaruh model problem-based learning terhadap hasil belajar. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(1), 39-46.
- Irfanuddin, F., Selamat, S., & Widodo, H. (2025). Analisis Implementasi Pembelajaran Mendalam (Deep Learning) dalam Kurikulum PAI di SD Negeri 125 Ogan Komering Ulu Sumatera Selatan. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(3), 1566-1576.
- Isnayanti, A. N., Putriwanti, P., Kasmawati, K., & Rahmita, R. (2025). Integrasi Pembelajaran Mendalam (Deep Learning) dalam Kurikulum Sekolah Dasar: Tantangan dan Peluang. *Cokroaminoto Journal of Primary Education*, 8(2), 911-920.
- Khotimah, A. H., Kuswandi, D., & Sulthoni, S. (2019). Pengaruh model problem based learning terhadap hasil belajar PKN siswa. *Jurnal Kajian Teknologi Pendidikan*, 2(2), 158-165.
- Novianti, A., Bentri, A., & Zikri, A. (2020). Pengaruh penerapan model problem based learning (PBL) terhadap aktivitas dan hasil belajar siswa pada pembelajaran tematik terpadu di sekolah dasar. *Jurnal Basicedu*, 4(1), 194-202.
- Paradina, D., Connie, C., & Medriati, R. (2019). Pengaruh model pembelajaran problem based learning terhadap hasil belajar siswa di kelas x. *Jurnal Kumbaran Fisika*, 2(3), 169-176.

- Prastawa, S., & Radiyanto, A. (2024). Efektivitas model pembelajaran problem based learning berbasis era pasca pandemi covid 19 untuk meningkatkan berfikir kritis peserta didik. *Brilliant Journal of Education*, 1(1), 5-14.
- Rahayu, C., Setiani, W. R., Yulindra, D., & Azzahra, L. (2025). Pendidikan Matematika Realistik Indonesia dalam Pembelajaran Mendalam (Deep Learning): Tinjauan Literatur. *Jurnal Pendidikan Matematika Universitas Lampung*, 13(1), 9-25.
- Rosidah, I., & Sugianti, S. (2025). Reflektivitas Praktik Pedagogis Pendekatan Pembelajaran Mendalam sebagai Prinsip Pembelajaran pada Mata Kuliah Micro Teaching. *Jurnal Pendidikan Bahasa*, 15(3), 455-460.
- Syamsuddin, Y. B., & Purnama, A. P. (2025). Tinjauan Literatur Tentang Efektivitas Model Problem-Based Learning Dalam Meningkatkan Hasil Belajar Siswa. *Journal of Multidisciplinary Science Integration*, 1(1), 1-11.