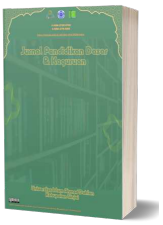

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Analytical Studies in Preparing Deep *Learning* in Elementary School

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Abstract

This study aims to analyze the role of schools in facilitating the implementation of deep learning learning and the readiness of classroom teachers in preparing for learning. The research uses a qualitative approach with a descriptive method. The subjects of the study include the principal, committee chairman, and first grade teachers of SD Negeri 3 Kalanglundo. The data analysis techniques used include data collection, data reduction, data presentation, and conclusion drawn. The data in this study was obtained through observation, interviews, and documentation, while the validity of the data was obtained through diligence observation and triangulation techniques. The results of the study show that: (1) schools in facilitating deep learning include: the availability of learning facilities and the support of the principal in preparing budgets for the needs of infrastructure facilities and (2) teachers in preparing deep learning learning include: The practice of differentiating content, processes, and products has also been implemented by teachers although it still requires the development of stronger evaluation instruments. The integration of the principles of mindful, meaningful, and joyful learning in the learning process shows that teachers have understood the pedagogical foundation that supports the formation of deep learning experiences.

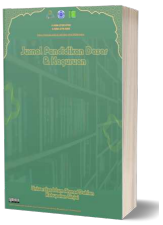
Keywords: learning preparation, deep learning, elementary school

1. Introduction

Contains background, rationale, and/or urgency of the research. References (literature or relevant research), need to be included in Indonesia facing future challenges characterized by increasing complexity, dynamics, uncertainty, and diversity due to the rapid development of science and technology. This condition not only opens up opportunities, but also has the potential to cause social conflicts. In such a situation, education has a strategic role to prepare the young generation to be independent, adaptive, resilient, and highly resilient. Students need to have a growth mindset, be able to take advantage of opportunities, accept criticism, and realize their potential to continue to develop so that they can become agents of change for society, nation, and humanity (Mendikdasmen, 2025).

The Minister of Primary and Secondary Education (Mendikdasmen), Abdul Mu'ti, explained that Permendikdasmen Number 13 of 2025 is not a new curriculum, but part of a series of regulations that aim to integrate the deep learning approach in education. The regulation focuses on an integrative approach in which a single topic can be linked to a variety of subjects, encouraging students to understand concepts in their entirety, rather than just memorizing them. This approach can be implemented in both the 2013 Curriculum and the Independent Curriculum to improve the quality of learning. The Head of BSKAP, Toni Toharudin, added that deep learning encourages students to understand and apply concepts in various contexts, demonstrating the ministry's commitment to shifting the educational paradigm.

In the era of President Prabowo Subianto's leadership, education has become a priority with an innovative approach that integrates advanced technology such as deep learning. Current education



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policies focus on transforming the curriculum to include artificial intelligence (AI) and coding materials, especially in Public Schools aimed at underprivileged students. In addition, the government strives to improve the quality of education as a whole through programs such as school revitalization, improving teacher welfare, and
provision of modern facilities such as smart boards. The application *of deep learning* is expected to improve the quality and equity of education, enable personalization of learning, and prepare the younger generation to better face future challenges (Metro TV, 2020).

Based on the results of interviews conducted by the researcher with the principal on October 24, 2025, information was obtained that the school has carried out training related to deep *learning* which is also socialized through various social media. The principal explained that basically all learning has the same goal, but teachers are required to be able to make learning more interesting and fun for students. This can be done by combining several learning approaches and using innovative methods so that students do not feel bored during the learning process.

In the implementation of deep learning, the principal mentioned the 8,3,3,2 method, which has a great influence on the creativity of teachers and students. Through the application of this method, it is hoped that learning materials can be easier to understand and can be applied by students in their daily lives, so that the learning process becomes more meaningful. The principal also emphasized that the success of the implementation of *deep learning* does not only depend on teachers in schools, but also requires support from parents at home to help children practice what has been learned at school in a family environment.

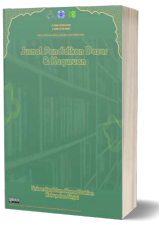
Deep *learning* is understood as a pedagogical approach that aims to foster deep *understanding* in students, not just memorize facts or surface information (*surface learning*). This is in line with the findings of Refnil Yetti (2025) who showed that the deep learning approach in learning encourages students to understand the essence of a concept and connect it with relevant practical contexts in real life, so that students are not only able to memorize but are able to apply their knowledge in a variety of different situations. This concept centers on the idea that effective learning must go beyond mastery of content and focus on developing essential skills that allow students to interact with the world meaningfully.

The term *deep learning* in the context of education does not solely refer to artificial *intelligence technology*, but rather to a pedagogical approach that emphasizes a deep understanding of the meaning, concept, and learning process itself. According to Rahman Saleh and Salmiah (2023) in their book Getting to Know the *Deep Learning* Curriculum, *deep learning* is a learning process designed so that students do not only memorize or understand superficially (surface learning), but are able to relate new knowledge with existing knowledge and apply it in a real-life context. Thus, the author's goal in writing this article is to find out or analyze the implementation of *deep learning* and also to analyze the readiness of classroom teachers in preparing for the implementation of *deep learning learning*.

2. Metode

This research approach uses a qualitative approach using a descriptive method. research subject. This research is located at SD N 3 Kalanglundo. The full address is Jln.Sunan Bonang Rt 02 Rw 03 Dusun Crawak Kalanglundo Village, Ngaringan District, Grobogan Regency, Central Java. The data in this study was obtained through observation, interviews, and documentation. The data analysis techniques used include data collection, data reduction, data presentation, and conclusion drawn. The validity of the data is carried out by means of diligent observation and triangulation techniques. The reason why the researcher uses a qualitative approach is because the researcher takes or adopts from the definition of methodology or qualitative approach according to (Sugiyono (2017:15)) which states that qualitative research is a research that aims to research on the natural condition of objects about what is experienced by the research subject.

3. Results and Discussion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a) Results Schools in facilitating *deep learning*

The results of the study show that schools and teachers have shown strong efforts in preparing for *deep learning* through mapping students' initial abilities, implementing learning differentiation, integrating local contexts, and using project-based learning. The support of the principal in providing facilities and preparing the budget, as well as the active involvement of the school committee, indicates that the educational ecosystem at SDN 3 Kalanglundo has supported the realization of mindful, meaningful, and joyful learning.

Based on the results of the interview with the Chairman of the Committee, students in general have understood the learning objectives they are undergoing. This understanding is formed through the role of teachers who consistently convey learning goals at school and parental assistance at home. This synergy reflects the application of the principle of conscious learning, where students are guided to understand the learning objectives and take responsibility for the learning process.

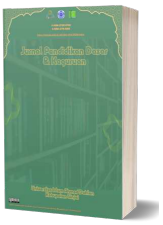
The school committee plays an active role in supporting students' motivation and independence in learning. The chairman of the committee explained that the committee is always involved in every stage of school activities, from planning to evaluation. The committee not only serves as a supervisor, but also as a strategic partner of the school in supporting the progress of learning. Collaboration between teachers, parents, and committees helps students adjust to increasingly complex learning demands and develop personal responsibility and independent learning.

In terms of reflection and evaluation of learning, schools consistently involve parents and committees to monitor students' academic and non-academic development. This joint evaluation provides constructive input for schools to improve learning. In addition, the committee and the community contribute to creating a safe, positive, and inclusive learning environment through character building programs, emotional mentoring, and the development of a school culture that is conducive to students' social and emotional engagement.

Contextual and project-based learning is also strengthened through school collaboration with the community. The chairman of the committee explained that activities such as mutual cooperation and social activities are real learning means for students to relate the subject matter to daily life. In project-based learning, the committee plays a role in supporting funding, facility provision, and involvement in activity planning, so that students can develop critical thinking, collaboration, and creativity skills.

Meanwhile, the results of the interview with the Principal show that the school has made various initial efforts to support the implementation of deep learning, although it is still in the stage of strengthening and habituation. The principal routinely reviews the teacher's teaching modules to ensure clarity of learning objectives and supervise the class. Teachers are encouraged to convey learning objectives, foster students' intrinsic motivation through contextual triggering questions, and provide verbal motivation. However, the development of student self-regulation has not been supported by special policies and is still carried out through habituation and learning activities.

In the aspect of meaningful and encouraging learning, schools encourage teachers to relate the material to the local, social, and cultural context of students and provide freedom in the choice of learning methods and media. The school also supports project-based learning through the provision of facilities and implementation directions. However, teacher training related to deep learning and authentic assessments is still limited, and the assessment system is still dominated by cognitive aspects. The principal emphasized that the safety and comfort of students is a top priority through the implementation of the concept of a child-friendly school, so as to create a safe, comfortable learning environment, and support the implementation of *deep learning* in a sustainable manner.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b) Teachers in preparing *for deep learning*

Based on the results of interviews with grade 1 teachers, it was obtained that the preparation for deep learning learning was carried out systematically by beginning with an analysis of the characteristics and learning readiness of students. The analysis is carried out through diagnostic assessments at the beginning of the school year and the beginning of learning a chapter by utilizing observations, simple questionnaires, and analysis of previous learning outcomes. The results of the assessment are used to map students' initial abilities, identify students who have mastered the material and who still need assistance, so that teachers can determine learning strategies and methods that are in accordance with the real needs of students in the classroom.

In identifying competency gaps, teachers not only focus on cognitive aspects, but also pay attention to the affective and psychomotor aspects of students. Students who have learning difficulties receive special attention in the form of intensive mentoring, additional time, and motivation to remain confident in participating in learning. This approach shows that teachers view learning as a holistic and conscious process, where students' psychological conditions and mental readiness are an important part of supporting learning success. The results of the analysis of students' learning needs are used by teachers in the preparation of lesson plans and teaching materials through the application of learning differentiation. Content differentiation is carried out by providing various learning resources such as learning videos, simple articles, and LKPD that are tailored to students' learning styles, while process differentiation is realized through providing activity options such as creating concept maps, presentations, and simple experiments. The observational findings also show that teachers consistently record students' developments, constraints, and learning styles as the basis for further learning planning so that each student has a learning experience that suits their needs.

In the planning and implementation of learning, teachers integrate the principles of mindful, meaningful, and joyful learning. The mindful principle is applied through initial activities such as ice breaking and brief reflection to focus students' attention, the meaningful principle is realized by associating the material with real experiences and the context of the surrounding environment, while the joyful principle is realized through discussion, exploration, educational games, and simple experiments. Project-based learning and contextual problems with the school environment, such as waste management or the use of surrounding objects, make students more active, enthusiastic, and able to relate the material to everyday life.

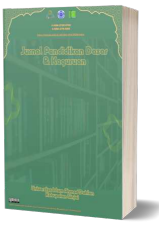
In the aspect of objectives and assessments, teachers have formulated learning objectives that integrate 21st century competencies (6C), namely character, citizenship, collaboration, communication, critical thinking, and creativity, which are implemented through group work, presentations, problem-solving, and product creation. Assessment is carried out by assessing the cognitive aspects, attitudes, processes, and learning products of students through tests, observations, and observation of project activities. Although teachers have led to authentic assessments, the results of observations show that the rubric of authentic assessments has not been prepared formally and in detail, so the assessment aspect still needs to be strengthened so that the implementation of deep learning can take place more comprehensively and optimally.

b. Discussion

The discussion of the data obtained was in the form of observation data, interview data, and documentation data related to the analysis study of classroom and school teachers in preparing for deep learning at SDN 3 Kalanglundo. The following is an analysis and discussion of the results of the data during the research:

1. Schools in facilitating *deep learning activities*.

The implementation of *deep learning* learning at SDN 3 Kalanglundo is supported by collaboration between schools, teachers, committees, parents, and the community, although the implementation is still in the strengthening stage. The school emphasizes the role of a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synergistic educational ecosystem, not just focusing on teachers in the classroom, to create aware, meaningful, and encouraging learning.

The Mindfulness aspect includes understanding learning objectives, intrinsic motivation, self-regulation, reflection, and multi-dimensional engagement. The school ensures that teachers convey learning objectives through supervision and examination of lesson plans, foster students' intrinsic motivation with positive questions and encouragement, and develop self-regulation through daily activities. Reflection is carried out informally through the teacher's guidance and direction, while cognitive, emotional, and physical involvement is facilitated through active and empathetic learning activities.

Meaningful aspects include contextualizing materials, real/project applications, activating initial experiences, partnerships with communities/parents, and understanding-based assessments. Schools encourage learning related to local contexts, support student projects with facilities and support, engage teachers in sharing practices, build partnerships with parents, and observe comprehension assessments, although authentic implementation is not yet uniform.

The Encouraging aspect includes a positive classroom climate, engaging methods and media, activities that stimulate curiosity, positive rewards and feedback, and attention to basic needs. The school creates a fun learning atmosphere, provides interactive media, implements inquiry and problem-solving models, provides simple and formal rewards, and ensures the safety and comfort of students through child-friendly schools.

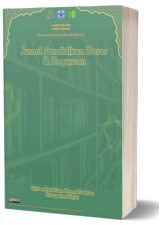
Overall, the results of the interviews show that the school has facilitated the implementation of *deep learning* through strong collaboration between principals, teachers, committees, parents, and the community. Although its implementation is not yet fully systematic and still faces some limitations, especially in the aspects of self-regulation and authentic assessment, the efforts made by the school have reflected a commitment to developing aware, meaningful, and encouraging learning. The support of the school committee as a strategic partner is one of the main strengths in creating a conducive and sustainable learning environment for the application of deep learning.

The results of the study are in line with the results of previous research. This alignment can be seen from the findings that the implementation of *deep learning* in elementary schools in general has shown strong commitment and potential, but still faces various limitations in its implementation. The results of this study confirm that collaboration between principals, teachers, committees, parents, and the community is the main supporting factor in creating awareness, meaningful, and encouraging learning, which is in line with the findings of Hasanah et al. (2025) and Mailani et al. (2025) who stated that the *deep learning* approachable to encourage holistic understanding of concepts, active student involvement, and critical thinking, but is still constrained by teacher readiness, curriculum, and supporting facilities.

In addition, the findings of this study also strengthen the research results of Muttaqin et al. (2025) which show that the application of *deep learning* both as a pedagogical and technology-based approach requires systemic support, careful planning, and adequate resource utilization so that it can run optimally.

The results of this study are not only consistent with previous research, but also emphasize that challenges in student self-regulation and authentic assessment are common problems that are still faced in the implementation of *deep learning* learning in elementary schools.

Theoretically and empirically, the findings of this study are in line with theoretical studies and previous research results on *deep learning* that emphasizes the aspects of being aware, meaningful, and encouraging. The results of the interviews show that collaboration between principals, teachers, committees, parents, and the community has facilitated the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growth of students' learning awareness, especially in understanding learning objectives and fostering intrinsic motivation, which is in line with Muqoddam (2024) who emphasizes the relationship between learning goals and intrinsic motivation with students' self-regulation. Although self-regulation and reflection of learning have not been systematically facilitated, the practice of habituation and mentoring carried out by schools shows initial efforts that are in line with the concept *of self-regulated learning* as stated by Putrie (2021).

In terms of meaning, the involvement of parents and the community as well as the application of contextual and project-based learning reflect the principle of contextualization of materials and real applications as explained by Miftakhuddin (2023), although understanding-based assessments still need to be strengthened to match the characteristics of authentic assessments in *deep learning* (Kemendikbudristek, 2021).

Furthermore, the encouraging aspect is reflected in the school's efforts to create a positive classroom climate, the use of interesting methods and media, the awarding of awards, and the fulfillment of basic student needs, which is in line with the findings of Hasibuan (2020) on the importance of positive feedback in increasing learning motivation. Therefore, the results of this study strengthen the theoretical study and previous research that deep learning can be effectively facilitated through school ecosystem collaboration, although it is still necessary to strengthen the aspects of self-regulation and authentic assessment so that its implementation is more systematic and sustainable.

Based on the overall results of interviews, discussions, and their relationship with previous theoretical studies and research, it can be concluded that the implementation *of deep learning* at SDN 3 Kalanglundo has been facilitated through strong collaboration between principals, teachers, committees, parents, and the community as an educational ecosystem that synergizes with each other.

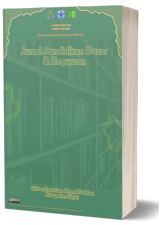
The school shows commitment to developing conscious learning through understanding learning objectives, growing intrinsic motivation, and habituating students' social-emotional reflection and involvement, even though self-regulation has not been systematically supported. On the meaningful aspect, schools have encouraged contextual and project-based learning by involving the surrounding environment as well as committee and parent support, but still face limitations in strengthening students' initial experiences and implementing authentic understanding-based assessments.

Meanwhile, the encouraging aspect is reflected through the creation of a positive classroom climate, the use of engaging methods and media, the awarding of awards and feeds Positive feedback, as well as meeting the basic needs of students through the concept of child-friendly schools. Overall, the findings of this study are in line with theoretical studies and previous research results that affirm that *deep learning* requires systemic support, careful planning, and collaboration of all stakeholders, so that although its implementation is still in the strengthening stage, schools are on the right track to realize *sustainable and meaningful* deep learning .

2. Classroom teachers' readiness to prepare for the implementation of *deep learning*

Based on the results of interviews and observations, grade 1 teachers have prepared *for deep learning systematically* by focusing on the needs of students. Teachers begin this process with diagnostic assessments to analyze students' characteristics and learning readiness, both at the beginning of the school year and at the beginning of each chapter. The results of the assessment are used to map students' initial abilities, identify those who have mastered the material and those who need assistance, so that learning strategies and methods can be adjusted to real conditions in the classroom.

Teachers' readiness in the aspect of knowledge can be seen from their understanding of the concept of meaningful learning, HOTS, and constructivist theory. Teachers are able to relate the material to students' real experiences and implement activities that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encourage critical thinking and collaboration. This practice is in line with the principles of deep learning that emphasize deep understanding, problem-solving skills, and active student engagement.

In the pedagogical aspect, teachers show the ability to design and adjust learning based on the results of student needs analysis. Differentiation of content, processes, and products is carried out through varied learning media such as videos, LKPDs, concept maps, and problem-based projects. This approach creates a reflective learning environment and improves students' engagement and critical thinking qualities, although the development of authentic assessment rubrics still needs to be strengthened.

Teachers' technological readiness is reflected in the use of interactive media, learning videos, and teaching aids that support concrete conceptual understanding. Although the use of digital platforms has not been optimal, teachers have utilized technology to strengthen meaningful and fun learning, thus potentially increasing students' motivation to learn. Meanwhile, teachers' reflective readiness is demonstrated through the evaluation of students' understanding during the learning process and follow-up in the form of special assistance or additional motivation, although this reflection has not been formally documented.

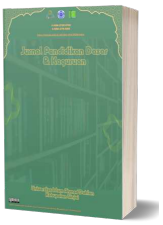
Overall, the results of interviews and observations show that grade 1 teachers have facilitated the preparation of *deep learning* learning through the analysis of students' learning needs, the application of learning differentiation, the integration *of mindful*, *meaningful*, and *joyful learning* principles, the use of project- and problem-based learning, as well as the development of goals and assessments that lead to the development of the 6C competencies. Although there are still several aspects that need to be strengthened, especially in the preparation of authentic assessment rubrics, the efforts made by teachers show readiness and commitment in designing student-centered, meaningful, and sustainable learning.

The results of this study show alignment with previous relevant studies, especially the research by Muttaqin et al. (2025), Hasanah et al. (2025), and Mailani et al. (2025). Conceptually, although Muttaqin et al.'s research emphasizes the use of *artificial* intelligence-based deep learning technology, there is a similarity in principles in the aspect of learning personalization, which in this study is realized through the analysis of students' learning needs, assessment diagnostics, as well as the application of learning differentiation to adapt methods and media to the characteristics of students. Furthermore, the results of this study are in line with the findings of Hasanah et al. (2025) who interpret *deep learning* as an in-depth learning approach that is holistic, reflective, and meaningful, which is reflected in the integration of the principles of *mindful*, *meaningful*, and *joyful learning* in the planning and implementation of learning by teachers.

Another similarity can also be seen with the research of Mailani et al., (2025) which emphasizes the importance of active student involvement, meaningful learning, and the development of critical thinking skills through project-based learning and the association of materials with daily life, as has been applied by teachers in this study.

In addition to similarities in implementation, this study also strengthens the findings of previous research related to the challenges of deep *learning* implementation, especially in the aspects of teacher readiness, time constraints, and not optimal structured authentic assessments. Thus, the results of this study are not only in line with previous research, but also reinforce the empirical evidence that *deep learning* learning in primary schools can be implemented gradually through a student-centered, meaningful, and sustainable approach, although it still requires strengthening aspects of the assessment system and other supporting supports.

The results of the research at SDN 3 Kalanglundo show strong alignment with the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results of relevant research and theoretical studies on teacher readiness and deep learning planning as stated by Fullan, Quinn & McEachen (2018).

This harmony can be seen from the readiness of teachers' knowledge which is reflected in the understanding of the principles of meaningful learning, the relationship of the material with the real context, and the application of simple reflective activities that are in line with Ausubel and Bruner's theories and the development of HOTS. In terms of pedagogical readiness, teachers have analyzed students' learning needs through diagnostic assessments and observations, implemented learning differentiation, integrated the principles *of mindful*, *meaningful*, and *joyful learning* in the lesson plan, and developed contextual project- and problem-based learning, which is in accordance with *the Planning for Deep Learning* indicators.

In addition, learning objectives have been designed based on the 6C global competency and followed by assessments that not only assess the final outcome, but also the student's processes and attitudes, although an authentic assessment rubric has not yet been formally drafted.

In the aspect of reflective readiness, teachers demonstrate reflection practices through class discussions, supervision, and study group forums, which reflect openness to continuous evaluation and improvement even though it has not been systematically documented.

Thus, the findings of this study prove that the learning practices carried out by teachers are in line with previous theories and research, and show the readiness and commitment of teachers in facilitating the implementation of *deep learning* in a contextual, student-centered, and sustainable manner.

4. Conclusion

Based on the results of the research that has been carried out on the analysis study of classroom and school teachers in preparing *for deep learning* learning at SD Negeri 3 Kalanglundo, it can be concluded that schools and teachers have shown sufficient readiness in carrying out deep learning learning, It is characterized by the application of deep learning principles through mapping students' initial abilities, learning differentiation, integration of local contexts, project-based learning, and support from school principals and school committees in providing facilities and budgets, so that the education ecosystem supports the creation of mindful, meaningful, and joyful learning. Classroom teachers have developed strategies such as contextual discussions, experiments, and the use of interactive media to create meaningful learning experiences according to student characteristics, but implementation is still in the adaptation stage, with authentic assessment instruments, formal reflection forums, and PjBL evaluation rubrics not yet fully available, as well as teachers' understanding of self-regulation and deep reflection that is still developing. Overall, the readiness of schools and teachers is quite good, but it needs to be strengthened in planning, assessment, and program sustainability so that the implementation of deep learning can run comprehensively and sustainably.

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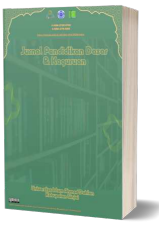

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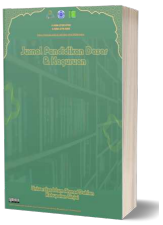

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