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THE UNDERSTANDING AND IMPLEMENTATION OF DEEP LEARNING IN SDN 066053 IS STILL NOT EFFECTIVE

PEMAHAMAN DAN IMPLEMENTASI DEEP LEARNING DI SDN 066053 MASIH BELUM EFEKTIF

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Abstrak

Ketidakefektifan teknik pengajaran saat ini dalam melibatkan siswa berkemampuan yang menunjukkan respons rendah terhadap pendekatan pembelajaran bermakna, pembelajaran menyenangkan, dan pembelajaran penuh kesadaran. Studi ini menyoroti bahwa metode tradisional, seperti terlalu bergantung pada ceramah, tugas yang tidak bermakna, dan fokus pada nilai daripada pertumbuhan pembelajaran, berkontribusi pada kepasifan dan ketidakterlibatan siswa. Faktor-faktor kunci meliputi elemen internal seperti perhatian dan ingatan, serta pengaruh eksternal seperti lingkungan belajar dan bimbingan guru. Melalui analisis kualitatif literatur pendidikan, laporan ini mengusulkan perbaikan seperti diversifikasi model pembelajaran, mengintegrasikan pembelajaran berbasis proyek dan berbasis komunitas, serta mendorong otonomi siswa untuk meningkatkan respons. Temuan ini menekankan penerapan prinsip-prinsip pembelajaran mendalam untuk menciptakan pengalaman pendidikan yang holistik dan menarik, yang pada akhirnya bermanfaat bagi guru, siswa, dan praktisi pendidikan dengan mendorong pembelajaran yang aktif, bermakna, dan menyenangkan.

Kata kunci: Teknik pengajaran, Pembelajaran bermakna, Pembelajaran menyenangkan

Abstract

The ineffectiveness of current teaching techniques in engaging capable students who exhibit low responsiveness to meaningful learning, joyful learning, and mindful learning approaches. The study highlights that traditional methods, such as over-reliance on lectures, meaningless assignments, and a focus on grades rather than learning growth, contribute to student passivity and disengagement. Key factors include internal elements like attention and memory, as well as external influences such as the learning environment and teacher guidance. Through a qualitative analysis of educational literature, the report proposes improvements like diversifying instructional models, integrating project-based and community-based learning, and fostering student autonomy to enhance responsiveness. The findings emphasize adopting deep learning principles to create holistic, engaging educational experiences, ultimately benefiting teachers, students, and educational practitioners by promoting active, meaningful, and joyful learning.

Keywordsp: Teaching techniques, Meaningful learning, Joyful learning

INTRODUCTION

In many classrooms today, teachers already try to apply various learning techniques such as meaningful learning, joyful learning, and mindful learning. These approaches are actually designed

to help students understand lessons more deeply, enjoy the learning process, and stay aware of their own thinking. However, in reality, the implementation often does not run as effectively as expected.

Some students who seem capable academically are still not fully responsive during the learning process. They understand the material when asked directly, but they don't actively connect new knowledge with their previous experiences, which makes meaningful learning hard to achieve. The learning environment is also not always engaging enough to trigger curiosity, so the idea of joyful learning sometimes stops at surface-level activities without creating real excitement.

On the other hand, mindful learning—which requires students to focus, reflect, and be present—often becomes a challenge when the classroom atmosphere is rushed or when students feel pressured by assignments and assessments. As a result, students may follow the lesson, but mentally they are not fully involved.

These conditions show that learning techniques alone are not enough. What really matters is how the techniques are applied, how teachers guide the process, and how students respond to the learning environment. When these aspects do not align, even good learning models can feel less effective, especially for students who actually have potential but need more support to stay engaged and responsive. This study identifies that the low responsiveness of academically capable students to Meaningful, Joyful, and Mindful Learning stems from ineffective teaching techniques that promote passivity. Key ineffective practices include over-reliance on the lecture method, assigning meaningless tasks, emphasizing grades over learning growth, and a lack of student autonomy and choice. These factors inhibit true engagement and curiosity.

The core solution lies in adopting a transformative pedagogical framework rooted in deep learning principles. This framework aims to integrate personalization, real-world relevance, and positive emotional climate to foster holistic learning.

RESEARCH METHOD

This study employs a qualitative approach aligned with the research objectives, using a study design that refers to various relevant sources. The aim is to describe current phenomena and evaluate them based on available facts. The data in this study were processed by creating a framework, selecting the most essential points, and focusing on the relevant aspects.

Through the data reduction steps that were carried out, a more detailed and comprehensive representation was produced for the researchers. This allowed them to explore and analyze the results of the literature review more effectively. Through this analytical process, key aspects of the literature are sorted, deeply understood, and interpreted within a broader context.

The resulting analysis is then formulated into a solid conclusion using a conclusion method that integrates key findings with careful interpretation. In this stage, the researchers have the opportunity to summarize thoroughly, highlighting the essence of their findings in a narrative that enriches the understanding of the investigated topic.

RESULTS AND DISCSSION

Learning

The deep learning approach in education represents a pedagogical framework aimed at cultivating profound understanding, active engagement, and critical thinking skills, distinct from its application in artificial intelligence. This paradigm shift is driven by the limitations of traditional instructional models that prioritize rote memorization over conceptual depth, alongside the demands of the twenty-first century characterized by digital disruption and global social complexity. Advances in educational technology (EdTech) offer opportunities for more personalized, interactive, and collaborative learning experiences, while insights from educational psychology and neuroscience highlight the importance of emotional engagement, personal relevance, and meaningful learning for effective cognitive processes. The primary focus of this study is to integrate deep learning principles to foster mindful learning (enhancing focus, selfawareness, and self-regulation), meaningful learning (connecting content to students' personal experiences), and joyful learning (nurturing enjoyment, intrinsic motivation, and learning satisfaction) through evidence-based strategies.

Key ineffective techniques include:

1. Reliance on the Lecture Method**:** This approach often involves the passive reception of information, offering little opportunity for interaction, critical thinking, or practical application. Capable students may become bored and mentally "check out" if they are not actively involved in the learning process.
2. Imposing Meaningless and Uninteresting Activities**:** Assigning tasks (e.g., reading dull texts, repetitive worksheets) without explaining their importance or connecting them to real-life contexts makes learning seem irrelevant. Students with potential often need to understand the "why" behind the "what" to be motivated.
3. A Focus on Grades Over Learning**:** When the primary emphasis is on achieving grades rather than the process of learning and growth, students may develop anxiety and lose their natural curiosity, leading to low responsiveness to genuinely meaningful educational approaches.
4. Suppressing Criticism and Independent Thought**:** Environments where teachers are rigid about doing everything their way or are unwilling to listen to student complaints stifle creativity and a sense of ownership over learning. Capable students often thrive when given the opportunity to explore their own ideas and challenge concepts.
5. Lack of Student Autonomy and Choice**:** Failing to provide choices in assignments, project topics, or learning strategies limits a student's sense of control and ownership over their education. This lack of autonomy is a major demotivator.
6. Inconsistent Routines and Unclear Expectations**:** While structure is important, a lack of clear, consistent routines and explicit learning outcomes (e.g., what they are learning today and why) can increase cognitive load and make it difficult for disengaged students to find a "lever" to engage.
7. Failure to Address Diverse Learning Styles**:** A "one-size-fits-all" approach, often relying heavily on traditional methods, neglects different learning styles and individual interests, making it hard for all students to find a connection to the material.

This study employs a qualitative approach utilizing a systematic literature review and conceptual analysis to explore the concept of deep learning in education and identify practical pedagogical strategies. Sources include peer-reviewed journal articles, academic books, research reports, conference proceedings, and reputable online resources from fields such as education, educational psychology, and educational technology. Search terms encompassed "deep learning in education," "mindful learning," "meaningful learning," "joyful learning," and related keywords. The conceptual analysis involved four stages: synthesizing diverse findings to build a comprehensive understanding of deep learning and its relation to holistic learning experiences; identifying implementable strategies; analyzing opportunities and challenges; and developing a conceptual framework illustrating interconnections between deep learning principles and holistic learning design. As a non-empirical study, the findings provide theoretical contributions and practical frameworks for educators, warranting further validation through empirical research across diverse contexts.

Deep learning in education offers a transformative pedagogical framework to create more mindful, meaningful, and joyful learning experiences. For mindful learning, which involves full awareness, sustained focus, and self-regulation, deep learning supports learner-centered approaches that align content with individual interests and needs, amplified by AI-driven adaptive technologies. Key strategies include personalized instruction, metacognitive reflection, adaptive technologies, focus-enhancing aids like breathing techniques and mindfulness journals, and selfregulated learning. Personalization and adaptive technology rank highest in effectiveness, followed by self-regulated learning and metacognitive reflection, emphasizing individualized approaches and cognitive awareness.

In fostering meaningful learning, deep learning emphasizes connecting new content with existing knowledge, real-world contexts, and personal goals, drawing from Ausubel's theory. Effective methodologies include problem-based learning (PBL), project-based learning, inquirybased learning, interdisciplinary approaches, and community-based engagement. ProjectBased Learning (88% effectiveness) and Community-Based Learning (84%) excel by promoting active engagement, real-life experiential learning, and cross-disciplinary skill integration, enhancing conceptual comprehension, critical thinking, and the transfer of learning to authentic situations.

Joyful learning, prioritizing positive emotions, active engagement, and creative expression, is cultivated through deep learning to boost cognition, retention, and sustained motivation. Strategies encompass game-based learning, creative endeavors such as art projects, drama, vlogs, and podcasts, learner autonomy, collaborative projects, and a positive emotional climate.

Factors that influence student engagement in elementary school learning include both internal and external elements. Internal factors such as physiological and psychological aspects—like attention, memory, and response—play an important role in student engagement. External factors, such as social influences from teachers and peers and non-social factors like the learning environment, also affect the level of student involvement. The teacher’s role is crucial in activating the learning– teaching process and encouraging student engagement.

However, amid the evolving dynamics of education, many challenges are faced by educators in increasing student activeness. This is particularly true at SD 066053, where social, technological,

and cultural changes influence the way students learn and interact. In this context, research on effective learning strategies has become increasingly important to explore. According to Hariandi & Cahyani (2018), the challenges faced by educators in enhancing student activity can be addressed through innovative teaching methods such as inquiry-based approaches. Implementing new instructional innovations can create engaging learning experiences and foster intrinsic student motivation. Connecting lesson content directly to students' real-life experiences can also improve learning effectiveness.

As a school that prioritizes students' holistic development, SDN 066053 places student activity as a key priority in the learning process. SDN 066053 is an educational institution committed to creating a stimulating, inclusive, and supportive learning environment for all students. We believe that student activity is the key to meaningful and sustainable learning success. Therefore, we continuously develop strategies and plans to encourage student participation in all aspects of school activities.

SDN 066053 has demonstrated its commitment to improving student engagement in learning. Student engagement is measured through three main factors: participation in class discussions, attendance levels, and responsiveness to teachers' questions. This concept of student engagement is based on the belief that it has a positive impact on academic achievement, social skill development, and learning motivation.

Student activeness results from effective learning. According to theories of learning, interactive instruction can increase student motivation and enhance their understanding of the lesson material (Yusron et al., n.d.-a). The use of learning media such as PowerPoint as an effective teaching strategy can help explain how instructional media supports student engagement and improves learning outcomes (Yusron et al., n.d.-b). This article highlights a unique research approach that focuses on the context of SDN 066053. In addition, it offers an in-depth understanding of the relationship between effective learning strategies and student activeness by exploring the various factors that influence both.

Improving teaching methods to make students more responsive to meaningful learning, joyful learning, and mindful learning can be achieved by refining the way teachers design classroom interactions, activities, and learning support. Joyce, Weil, and Calhoun in Models of Teaching explain that teachers need to integrate various instructional models—such as inquiry learning, cooperative learning, and personal models—so that students do not merely receive information but actively construct understanding through challenging activities, discussions, and problem-solving. When teachers rely solely on lecturing, students who are actually capable often become passive because they are not given space to think, question, or explore.

Vygotsky, through the concept of the Zone of Proximal Development, emphasizes that student responsiveness increases when teachers provide appropriate scaffolding—such as guiding questions, examples, structured hints, or gradual assistance—until students can perform independently. This fosters meaningful learning because students experience clear cognitive growth rather than simply absorbing content.

Marzano in Classroom Instruction That Works adds that strategies such as providing clear learning goals, offering specific and timely feedback, and incorporating creative activities—such as

educational games or mini projects—significantly contribute to joyful learning. When students perceive that learning activities are relevant and enjoyable, their responsiveness naturally improves.

Meanwhile, Loughran in What Expert Teachers Do highlights the importance of teachers developing sensitivity toward students' thinking processes. This strongly supports mindful learning, as students are guided to recognize why they are learning, how they are progressing, and what mistakes they are making. This approach helps capable but passive learners become more reflective and actively engaged.

Slavin in Educational Psychology: Theory and Practice also states that effective instruction must offer opportunities for students to collaborate, exchange ideas, and contribute meaningfully to classroom activities. Structured social interaction has been shown to enhance motivation, confidence, and responsiveness to academic tasks. By combining varied instructional methods, warm interpersonal relationships, targeted feedback, and meaningful activities, teachers can create a learning environment that is effective, enjoyable, and mindful— allowing previously unresponsive yet capable students to become active, engaged learners who thrive according to their potential.

CONCLUSION

This study identifies that the low responsiveness of academically capable students to Meaningful, Joyful, and Mindful Learning stems from ineffective teaching techniques that promote passivity. Key ineffective practices include over-reliance on the lecture method, assigning meaningless tasks, emphasizing grades over learning growth, and a lack of student autonomy and choice. These factors inhibit true engagement and curiosity.

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