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Implementation of Deep Learning Policy at Muhammadiyah Purin Elementary School, Kendal Regency

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ABSTRACT

Purpose: Muhammadiyah Purin Elementary School has demonstrated a strong commitment to implementing deep learning as part of its educational transformation agenda. This study aims to analyze the implementation of the deep learning policy at Muhammadiyah Purin Elementary School using the policy implementation framework of communication, resources, disposition, and bureaucratic structure. **Methods**: This study employed a qualitative approach. Data were collected through interviews, observations, and document analysis, and analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. **Findings:** The findings indicate that the implementation of the deep learning policy has generally been effective. Communication regarding the policy has been disseminated through formal and informal channels, although teachers still require more technical guidance for classroom implementation. Adequate infrastructure and professional development programs are available, yet their utilization remains constrained by variations in teachers' pedagogical and digital competencies. School leaders and teachers demonstrate strong commitment and positive attitudes toward learning transformation, despite challenges related to administrative workloads and differing levels of motivation. Furthermore, a clear organizational structure, collaborative coordination, and reflective academic supervision have supported policy implementation. However, continuous mentoring, technology optimization, and the strengthening of a collaborative learning culture remain necessary to sustain improvement. **Research Implications:** The study highlights that effective deep learning implementation can contribute to school quality improvement through strengthened teacher capacity, supportive leadership, optimized learning resources, and active parental involvement. **Originality:** This study contributes to the literature by examining the implementation of Deep Learning policies at the elementary school level. It provides empirical evidence on how communication, resources, dispositions, and bureaucratic structures influence Deep Learning implementation in the elementary school context, an area that remains underexplored in existing studies.

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INTRODUCTION

Indonesia has been relatively successful in increasing access to primary and secondary education, as evidenced by the gross enrollment rate (APK) for basic education (compulsory education), which is 104.97% for elementary school and 90.67% for junior high school (BPS, 2024). However, education in Indonesia still needs to address several quality-related issues, including the low reading and numeracy scores of Indonesian students, as reflected in the results of the Programme for International Student Assessment (PISA). PISA data shows that Indonesian students' literacy and numeracy are still below the international average (Mathematics: 472, Science: 485, Reading: 476). Indonesia ranks 68th out of 81 countries with scores of 379 for mathematics, 398 for science, and 371 for reading (OECD, 2021).

Various efforts have been made, including the implementation of the Independent Curriculum (Curriculum Merdeka), various training programs to improve the competency of teachers and principals, and even more substantial changes to the accreditation mechanism. However, these efforts are still insufficient to improve access and quality of

education to accelerate the achievement of national education goals, as mandated in Article 3 of Law Number 20 of 2003 concerning the National Education System. National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation. It aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The momentum of the 2035 Demographic Bonus and the vision of Golden Indonesia 2045 present both challenges and significant opportunities for the Indonesian education system. During this period, the productive-age population (15-64 years old) is predicted to reach its peak, providing significant economic opportunities for Indonesia if it can develop a competent, creative, and adaptive workforce. This is where the role of education becomes very strategic to ensure that students are not only technically prepared, but also have soft skills, character, and critical thinking abilities that are key to maximizing the demographic potential towards the vision of Golden Indonesia 2045. Primary and secondary education in Indonesia must quickly and precisely prepare a competent young generation of Indonesia to face the future. Stronger and more creative initiatives and efforts are needed to accelerate the impact of education through various learning approaches, one of which is the deep learning approach which will hereinafter be referred to as Deep Learning (PM) (Andayanie, 2025).

At the national level, to ensure the effectiveness and efficiency of the implementation of Deep Learning in the context of education in Indonesia, the Ministry of Primary and Secondary Education of the Republic of Indonesia has prepared an academic paper that will serve as a reference in the formulation of various relevant policies and decisions, directed by Prof. Dr. Abdul Mu'ti, M.Ed., Minister of Primary and Secondary Education. The direction of Deep Learning implementation has also been emphasized by the government through the 2025 Revised Edition of the Learning and Assessment Guidelines published by the Education Standards, Curriculum, and Assessment Agency (BSKAP). The guidelines emphasize that the learning process must be designed flexibly and relevantly, providing students with the freedom to explore, reason, and reflect meaningfully on their learning experiences (BSKAP, 2025). In addition to strengthening the learning process, these guidelines emphasize the importance of formative assessment, which serves to help teachers understand students' learning development comprehensively, rather than simply measuring final achievement (BSKAP, 2025). Thus, the national policy has provided a strong theoretical and operational foundation for schools in Indonesia, including elementary education units, to implement deep learning-oriented instruction. At the regional level, the Kendal Regency Government, through the Education and Culture Office, is also implementing policies that support the implementation of Deep Learning. Teacher capacity building programs, the development of learning communities, quality-based academic supervision, and the utilization of Education Report Card data are priorities in efforts to improve the quality of learning in elementary schools. This district policy, aligned with national policy, serves as a strategic link between central policy direction and its implementation at the school level. Policy support, coaching, and a responsive supervision ecosystem in Kendal Regency are crucial assets in encouraging the creation of deep and sustainable learning practices in educational units.

Following up on policies from both the central and regional governments, Muhammadiyah Purin Elementary School, Patebon District, Kendal Regency, which has 510 students in the 2025/2026 Academic Year, has participated in deep learning-based learning training. The training was held at the Muhammadiyah upgrading event, held at the Central Java BBPMB. Muhammadiyah Purin Elementary School, Patebon District, Kendal Regency also held deep learning-based learning training by inviting resource persons in IHT (In House Training). The trainings were independently funded. Muhammadiyah Purin Elementary School, Patebon District, Kendal Regency has demonstrated a strong commitment to implementing Deep Learning. This commitment is stated in the Muhammadiyah Purin Elementary School Curriculum, Chapter V on Priority Program Implementation Planning, which clearly directs the development of deep learning-based learning. The school has established various strategic steps such as strengthening teacher competencies, adjusting teaching tools, implementing continuous formative assessments, and optimizing learning activities that encourage student exploration and reflection. This demonstrates that Muhammadiyah Purin Elementary School not only follows policies but also internalizes and adapts them to the school context, demonstrating effective implementation management. In fact, Muhammadiyah Purin Elementary School's quality profile reflects the school's readiness to support the implementation of deep learning. Based on the 2025 Education Report, the school achieved the following achievements:

Table 1. Results of the 2025 Muhammadiyah Purin Elementary School Education Report

Dimensions	2025 (%)	Report Score	Ranking in Regency/City
Literacy Skills	100,00	Good	Top ranking (1-20%)
Numeracy Skills	90,00	Good	Top ranking (1-20%)
Characteristics	55,90	Good	Middle ranking (41-60%)
Learning Quality (Performance Indicator Scores)	60,00	Currently	Middle ranking (41-60%)

Furthermore, based on BAN-S/M Decree No. 1885/BAN-SMS/SK/2022, Muhammadiyah Purin Elementary School has received an A (Excellent) Accreditation with a score of 94, indicating that the school's governance, learning processes, and quality management are in the excellent category. This achievement provides institutional capital for developing more in-depth and innovative learning.

Student achievements further demonstrate the school's success in developing holistic competencies, both academic and non-academic. Students have won numerous awards in science olympiads, English competitions, pencak silat, taekwondo, swimming, badminton, and arts and literature festivals, from the sub-district to the international level. Among these achievements, Muhammadiyah Purin Elementary School students earned gold and bronze medals at the 2023 Bandung Lautan Api International Pencak Silat Championship, as well as an award at the 2023 International Kangaroo Mathematics Contest. The quality of the school's human resources is also reflected in the achievements of its teachers and principal: one teacher won first place in the Learning Innovation category, while the principal won first place in the Best Practice Principal category at the 7th Ahmad Dahlan Olympiad at the Regency Level (2024), and first place at the Provincial Level and second place at the National Level in the Innovative Principal Competition at the Muhammadiyah Achievement Olympiad (2025).

As one of the schools responding proactively to this policy, Muhammadiyah Purin Elementary School in Kendal Regency has integrated Deep Learning into its school curriculum and strategic development programs. The school has conducted teacher training, revised instructional planning, strengthened formative assessment practices, and encouraged learning activities that promote student exploration and reflection. Furthermore, the school demonstrates strong institutional readiness, as reflected in its educational report card achievements, A accreditation status, and various academic and non-academic accomplishments at regional, national, and international levels.

However, although the policy direction and school readiness appear promising, the successful implementation of Deep Learning cannot be assumed automatically. Previous studies have largely focused on the conceptual foundations, instructional strategies, and potential benefits of Deep Learning, while limited attention has been given to how the policy is implemented at the school level, particularly in elementary education settings. Furthermore, empirical evidence regarding the factors that support or hinder policy implementation remains limited.

This gap highlights the need to examine how Deep Learning policy is translated into educational practice within schools. Understanding policy implementation is important because educational outcomes are influenced not only by policy design but also by communication processes, resource availability, stakeholder commitment, and organizational structures that support implementation.

Therefore, this study aims to analyze the implementation of the Deep Learning policy at Muhammadiyah Purin Elementary School using Edward III's policy implementation framework, which includes communication, resources, disposition, and bureaucratic structure. Specifically, this study seeks to identify the supporting factors and challenges encountered during implementation and to provide recommendations for strengthening Deep Learning practices in primary education.

METHOD

This study employed a qualitative case study approach to explore the implementation of the Deep Learning policy at Muhammadiyah Purin Elementary School, Patebon District, Kendal Regency. A case study design was selected because it enables an in-depth understanding of policy implementation within its real-life educational context and facilitates the exploration of interactions among policy actors, organizational conditions, and learning practices.

The research was conducted at Muhammadiyah Purin Elementary School from October 2025 to January 2026. Informants were selected using purposive sampling based on their direct involvement in the planning, implementation, supervision, and evaluation of Deep Learning practices. The study involved 15 informants consisting of one principal, eight teachers, two school committee members, and four students representing different grade levels. These participants were chosen to provide diverse perspectives on policy implementation and classroom learning experiences.

The researcher served as the primary research instrument and was responsible for collecting, interpreting, and analyzing the data. To enhance consistency during data collection, several supporting instruments were utilized, including semi-structured interview guides, observation sheets, field notes, and document review checklists. The interview guide covered four dimensions of policy implementation adapted from Edward III's framework: communication, resources, disposition, and bureaucratic structure. Classroom observation sheets were designed to capture teacher instructional practices, student engagement, learning interactions, and the application of Deep Learning principles. Documentation focused on school curriculum documents, lesson plans, supervision records, meeting minutes, training reports, and educational quality reports.

Data were collected through three complementary techniques. First, semi-structured interviews were conducted with all informants to obtain detailed information regarding their experiences, perceptions, and challenges in

implementing Deep Learning. Each interview lasted approximately 30–60 minutes and was audio-recorded with participant consent. Second, non-participant observations were carried out in classrooms and school activities to examine the implementation of Deep Learning practices in authentic learning situations. Third, document analysis was conducted to verify and complement findings obtained from interviews and observations.

Data analysis followed the interactive model, consisting of data condensation, data display, and conclusion drawing/verification. Interview recordings were transcribed verbatim and combined with observation notes and documentary evidence. During the data condensation stage, the researcher conducted open coding to identify meaningful units of information. Similar codes were then grouped into categories aligned with the dimensions of policy implementation. In the data display stage, matrices and thematic summaries were developed to facilitate comparisons across informants and data sources. Finally, conclusions were generated through continuous interpretation and verification of patterns, relationships, and emerging themes.

To ensure trustworthiness, the study applied source triangulation and technique triangulation by comparing information obtained from interviews, observations, and documents. Member checking was conducted by confirming key findings with selected informants to ensure accuracy of interpretation. In addition, peer debriefing and an audit trail were employed to strengthen the credibility, dependability, and confirmability of the research findings. The study adhered to research ethics principles, including voluntary participation, informed consent, confidentiality of participant information, and the use of data solely for academic purposes.

RESULTS

Deep learning policy communication implemented at Muhammadiyah Purin Elementary School

The deep learning policy communication process at Muhammadiyah Purin Elementary School, Patebon, was implemented through formal and informal communication involving the principal, teachers, students, parents, and the school committee. Based on interviews, the principal explained that policy communication was conducted through official meetings, workshops, Teacher Working Groups (KKG), academic supervision, and digital media such as WhatsApp to strengthen teacher coordination and understanding of the learning policy. The principal stated:

> *"Socialization was carried out through official meetings, workshops, teacher working groups (KKG), and digital media such as WhatsApp groups and learning platforms."*

Teachers also acknowledged that they had received clear information about the policy, but still needed concrete examples and technical guidance for its implementation in the classroom. One teacher stated:

> *"The information I received was clear enough in general, but for technical implementation in the classroom, sometimes I still need concrete examples."*

Another teacher added:

> *"Teachers need concrete examples and step-by-step guidance for more focused implementation."*

Interview results were supported by observations, which showed that learning communication was shifting from a one-way pattern to a more dialogic and meaningful one. During observations in grade 1 At Tin, the teacher conveyed learning objectives by relating the material to students' daily lives, making it easier for them to understand. The observation notes stated: "The teacher conveyed the learning objectives at the beginning of the activity and related the material to students' daily lives, making it easier to understand." Furthermore, two-way interaction began to emerge through question-and-answer activities and group discussions. In grade 5 Al Qolam and grade 6 Al-Muzzammil, students appeared more active in asking questions, discussing, and expressing their opinions independently. However, in grade 3 Al Fajr, learning communication still tended to be dominated by the teacher, resulting in suboptimal student participation.

Based on documentation studies, the school has also established formal policy communication through meeting documents, circulars, school programs, and learning policy documents. The school meeting minutes stated: "The school socialized the implementation of active learning to all teachers through coordination meetings and internal school coaching." Furthermore, the school's policy document states: "Learning is directed at active student engagement, strengthening critical thinking, and meaningful learning in accordance with the characteristics of the Independent Curriculum." These documents demonstrate that the school has made efforts to build a shared understanding of deep learning and integrate it into the school's learning culture.

Overall, the results of interviews, observations, and documentation studies indicate that the communication process for the deep learning policy at Muhammadiyah Purin Patebon Elementary School has been running quite well through various formal and informal communication channels. The school has succeeded in building a shared

awareness of the importance of active, meaningful, and student-centered learning. However, policy communication still faces obstacles in the form of uneven technical understanding among teachers in implementing deep learning operationally in the classroom, thus requiring more intensive mentoring, dialogic supervision, and pedagogical reflection forums.

Availability and Utilization of Resources in Implementing the Deep Learning Policy at Muhammadiyah Purin Elementary School

Research results indicate that the availability and utilization of resources for implementing the deep learning policy at Muhammadiyah Purin Elementary School, Patebon, are sufficiently supportive, both in terms of human resources and learning facilities. Based on interviews, the principal stated that the school has adequate learning facilities, such as classrooms, LED TVs, learning media, and access to technology to support active learning. The principal stated:

> *"The infrastructure is sufficient, such as classrooms, LED TVs in each classroom, learning media, and access to technology. However, improvements are still needed, especially in the optimal use of digital technology."*

However, interviews also indicated that the utilization of these resources is not yet fully optimal due to persistent gaps in pedagogical and digital competencies among teachers. The first teacher stated:

> *"Not all teachers fully understand. Some teachers already understand, but others are still learning and adapting."*

The second teacher then explained:

> *"The availability of teachers who truly understand deep learning is still limited. Most are still learning and require ongoing support."*

In their teaching practices, teachers are beginning to utilize various media and learning resources to support the implementation of deep learning. The first teacher explained:

> *"We have begun designing active and engaging learning experiences for students, such as discussions and simple projects."*

The third teacher also stated:

> *"Some teachers have tried implementing project-based and discussion-based learning, but they haven't fully structured it according to deep learning principles."*

Despite this, the use of learning technology is still not optimal in all classes. The first teacher stated:

> *"The infrastructure is quite supportive, with LCD displays, books, and learning media. However, the use of technology is still not optimal in all classes."*

Observations show that teachers utilize various learning media, such as teaching modules, worksheets (LKPD), images, videos, and visual media, to support more contextual and engaging learning. An observation in grade 1 At Tin stated, "Teachers use teaching modules and worksheets, as well as simple media such as images and videos to support learning." In grade 5 Al Qolam and grade 6 Al-Muzzammil, the use of learning media appears more varied, with the use of videos, visual media, and simple technology to support student understanding. However, in grade 3 Al Fajr, the use of learning media tends to be conventional and technology has not been utilized optimally. Observation notes state, *"Teachers use modules and worksheets, but have not yet utilized ICT or other learning resources optimally to support student exploration."*

In addition to utilizing learning media, observations also indicate that teachers are generally well prepared to manage active learning. In grade 5 Al Qolam and grade 6 Al-Muzzammil, teachers appear capable of organizing the flow of learning and providing space for students to be active and independent in their learning. However, in some classes, teachers still experienced difficulties encouraging the active involvement of all students. Observation notes indicated: *"The teacher was able to manage the class, but still had difficulty encouraging the active involvement of all students."*

Based on documentation studies, the school also demonstrated support for resource strengthening through various training documents and an inventory of learning resources. The teacher training document stated: *"Teachers participated in training activities on the implementation of the Independent Curriculum and active learning as an effort to improve learning competencies."* Furthermore, the school inventory document indicated that the school had sufficient visual media, LCD devices, classrooms, and learning aids to support the implementation of deep learning.

The inventory document stated: *"The school has learning resources in the form of visual media, classrooms, LCD devices, and learning aids, but the use of ICT devices is still limited to certain classes."*

Overall, the results of interviews, observations, and documentation studies indicate that the availability of resources at Muhammadiyah Purin Patebon Elementary School is sufficient to support the implementation of the deep learning policy. The school has learning facilities, learning media, and a teacher competency development program. However, the utilization of these resources is not fully optimal due to the persistence of disparities in pedagogical-digital competencies among teachers, limited integration of learning technology, and unequal teacher capabilities in building exploratory and HOTS-based learning. Therefore, the school still needs to strengthen teacher mentoring, optimize the use of learning technology, and develop pedagogical competencies on an ongoing basis so that the implementation of deep learning can be more effective and equitable.

Disposition or Attitude of Implementers (Teachers and Principal) Toward the Deep Learning Policy at Muhammadiyah Purin Elementary School

Research results indicate that the disposition or attitude of implementers of the deep learning policy at Muhammadiyah Purin Elementary School, Patebon, is generally positive and supports changes in learning toward more active, reflective, and student-centered learning. The principal and teachers demonstrated commitment, enthusiasm, and a spirit of transformation in implementing deep learning, although implementation still faces various obstacles such as administrative burdens, differences in motivation, and teachers' pedagogical readiness. Based on interviews, the principal stated:

> *"I strongly support the implementation of deep learning and continue to encourage teachers to be innovative in their learning so that students are more active and think critically."*

This statement indicates that the principal not only performs administrative functions but also plays a role as a transformational leader who builds a culture of learning change in the school. However, the interviews also indicate that teachers' commitment to implementing deep learning does not stem entirely from pedagogical awareness, but is also partly influenced by the demands of school policies and the education system. The principal stated:

> *"Teachers continue to strive to implement deep learning because it is part of the learning policy that must be implemented at the school."*

This was reinforced by the second teacher, who stated:

> *"Some teachers participate in training because of the need to develop, but others still do so because of demands."*

This finding indicates two types of implementation dispositions: teachers who have an intrinsic commitment to development and teachers who implement policies more due to administrative demands. Nevertheless, the implementation of deep learning is beginning to have a positive impact on teacher motivation and emotional satisfaction. The principal stated:

> *"Seeing students grow into critical thinkers is the greatest inner satisfaction for an educator."*

Teachers are also beginning to feel that active learning can increase student engagement and confidence in learning. However, this enthusiasm is still challenged by the high administrative burden on teachers. The principal explained:

> *"Deep learning requires significant creative energy to design meaningful learning. However, teachers are still burdened with administrative reports, filling out applications, and documentation."*

The third teacher added:

> *"Teachers are committed to implementing deep learning, but are still constrained by time, administration, and conceptual understanding."*

Observations showed that teachers' dispositions toward implementing deep learning were evident in their enthusiasm and openness in implementing active learning in the classroom. During observations in Grade 1 At Tin, teachers were seen actively guiding students and encouraging student engagement in learning. The observation notes stated: *"The teacher appeared enthusiastic, actively guiding students, and encouraging student engagement in learning."* In Grade 5 Al Qolam and Grade 6 Al-Muzzammil, teachers appeared more confident and consistent in implementing active and innovative learning. Furthermore, students were actively engaged in discussions, answering

questions, and working collaboratively in groups. However, in Grade 3 Al Fajr, teachers appeared to be still in the adaptation phase, resulting in suboptimal active learning, with some students passively awaiting teacher direction.

Based on documentation studies, the school's positive disposition toward implementing deep learning was also evident in various work program documents, academic supervision, and teacher professional development activities. The school's work program document stated: "The school is implementing a program to improve the quality of learning through strengthening active learning, academic supervision, and teacher competency development." Furthermore, the teacher development activity document states: *"Internal training and teacher professional development are carried out periodically to improve learning competencies."* This document demonstrates that the school has a strong institutional commitment to supporting continuous learning change and teacher professional development.

Overall, the results of interviews, observations, and documentation studies indicate that the disposition or attitude of those implementing the deep learning policy at Muhammadiyah Purin Patebon Elementary School tends to be positive and supportive of learning transformation. The principal and teachers have demonstrated enthusiasm, commitment, and efforts to build more active and meaningful learning. However, this positive disposition still faces obstacles in the form of high administrative burdens, differences in motivation among teachers, and the need for ongoing professional mentoring. Therefore, the school needs to continue to maintain teacher motivation, strengthen a collaborative culture, and develop a mentoring system that can optimally support the continued implementation of deep learning.

The school bureaucratic structure supports the effective implementation of the deep learning policy at Muhammadiyah Purin Elementary School.

Research results indicate that the bureaucratic structure at Muhammadiyah Purin Elementary School, Patebon, supports the effective implementation of the deep learning policy through a clear division of tasks, collaborative work coordination, reflective academic supervision, and the integration of learning programs into the school's organizational system. The bureaucratic structure no longer functions solely as a formal administrative system but has begun to evolve into a learning organization that supports changes in the school's learning culture. Based on interviews, the principal explained:

> *"The division of tasks is quite clear through the school's organizational structure and the division of roles within the curriculum development team."*

This statement indicates that the implementation of deep learning is not solely the responsibility of teachers, but rather is carried out through collective work between the principal, curriculum team, class coordinators, and the Teacher Working Group (KKG). In addition to the clear division of tasks, interviews indicate that the school has established a pattern of coordination and a collaborative work culture among teachers. The principal stated:

> *"School teams, such as the curriculum team and the internal KKG, play an active role in designing, mentoring, and evaluating the implementation of deep learning."*

Teachers also acknowledged that regular coordination and discussions helped them understand the implementation of the learning. The first teacher stated:

> *"We often discuss learning together through meetings and the Teacher Working Group (KKG).*

The second teacher added:

> *"We help each other and share experiences in implementing learning."*

This finding indicates that the school's bureaucratic structure is shifting from an administrative bureaucracy to a culture of collegiality and collaborative bureaucracy that supports learning change. Regarding academic supervision, interviews revealed that the principal not only conducts administrative supervision but also engages in reflective and dialogical supervision to help teachers improve the quality of learning. The principal stated:

> *"Supervision is conducted periodically through classroom observations and discussions with teachers to monitor learning progress."*

This was reinforced by the third teacher, who stated:

> *"After supervision, there is usually a discussion and joint evaluation."*

The supervision demonstrated a paradigm shift from bureaucratic supervision to instructional supervision, which focuses more on teacher professional development and the quality of the learning process. Observations also revealed

that the school's bureaucratic structure supports the implementation of deep learning through alignment of learning with teaching modules, indications of regular supervision, and a culture of reflective learning. Observations in grades 5 and 6 of Al-Muzzammil indicated that teacher supervision and coaching were conducted regularly. The observation notes stated: *"Supervision activities were not directly visible, but there were indications that supervision and coaching were conducted regularly."* Furthermore, observations indicated that teacher learning generally aligned with the teaching modules and began to more concretely reflect deep learning principles. Teachers also began conducting simple reflections with students at the end of each lesson as a form of evaluation of the learning process.

Based on documentation studies, the school's bureaucratic structure is strengthened through various formal documents, such as the principal's decree, academic supervision reports, and school planning documents. The school decree document states: *"The school determines the organizational structure and division of tasks for implementing the learning program through the principal's decree."* Furthermore, the academic supervision document states: *"Academic supervision reports are used as material for evaluating learning implementation and improving the quality of teacher learning."* This document demonstrates that deep learning implementation has been integrated into the school's formal organizational system and evaluation mechanisms.

Overall, the results of interviews, observations, and documentation studies indicate that the bureaucratic structure at Muhammadiyah Purin Patebon Elementary School supports the effective implementation of deep learning policies through clear division of tasks, collaborative coordination, reflective supervision, and the integration of learning programs into the school system. However, the reflective and independent organizational culture is still in its infancy, so some teachers still require guidance and support from the principal and curriculum team. Therefore, the school needs to continue strengthening its collaborative culture, dialogic academic supervision, and learning reflection system to ensure a more consistent, systematic, and sustainable implementation of deep learning.

DISCUSSION

Deep Learning Policy Communication Implemented at Muhammadiyah Purin Elementary School

The implementation of the deep learning policy at Muhammadiyah Purin Elementary School, Patebon, demonstrates a transformation in learning toward active, reflective, and student-centered learning. This policy is not only understood as a change in teaching methods, but also as a shift in learning culture that emphasizes active student involvement in in-depth understanding of concepts. Research results indicate that the school has developed a philosophical awareness of the importance of meaningful learning through various activities such as workshops, academic supervision, and Teacher Working Groups (KKG). This aligns with Edward III's policy implementation theory, which states that successful policy implementation is influenced by communication, resources, implementer disposition, and bureaucratic structure.

From a policy communication perspective, Muhammadiyah Purin Elementary School has implemented the socialization of the deep learning policy through official meetings, workshops, digital media, and academic supervision. The communication is not only formal but also informal and collaborative. Teachers are beginning to understand that learning must connect material to students' real-life experiences, making learning more contextual and meaningful. This finding aligns with the concept of mindful, meaningful, and joyful learning proposed by (Nafi'ah, 2024), who argued that deep learning must foster learning awareness, meaningful learning experiences, and a pleasant learning environment. However, this study also found that some teachers still require concrete examples and technical guidance for classroom implementation, indicating that policy communication has not yet fully reached the operational level.

In terms of resources, the school actually has adequate learning facilities, such as classrooms, LED TVs, learning media, LCDs, and access to technology. Furthermore, the school has conducted teacher training to improve competency in implementing deep learning. However, research results indicate that the utilization of these resources is not optimal due to persistent gaps in pedagogical and digital competencies among teachers. This finding aligns with research (Hasanah, 2025), which confirms that the implementation of deep learning is strongly influenced by the readiness of human resources and supporting learning infrastructure. Teachers with strong pedagogical skills and digital literacy tend to be better able to create exploratory, project-based, and HOTS-oriented learning than teachers who are still in the adaptation stage.

The implementation of deep learning at Muhammadiyah Purin Elementary School is also evident in the shift in classroom learning patterns. Teachers no longer completely dominate learning but instead begin to provide space for students to discuss, ask questions, and express their opinions. In some classes, project-based learning and group discussions have been quite successful, resulting in students appearing more active and independent. This supports constructivism theory, which states that knowledge is built through active learning experiences and social interactions. The findings of this study also support research (Hafipah, 2025), which shows that the implementation of deep learning

can increase student engagement through reflective, creative, and contextual activities. However, this study found that in some classes, learning was still teacher-centered, resulting in suboptimal student participation.

In terms of disposition or attitudes of implementers, principals and teachers demonstrated quite positive attitudes toward the implementation of deep learning policies. Principals acted as transformational leaders, encouraging teachers to be innovative and create more active learning. Teachers also began to perceive that active learning can increase student confidence and engagement in learning. This finding aligns with research (Khofifah, 2025),, which asserted that the success of deep learning implementation is strongly influenced by instructional leadership and teacher commitment to implementing educational innovation. However, this study also found differences in teacher motivation, with some teachers implementing the policy out of professional awareness, while others were motivated by school administrative demands.

Furthermore, the implementation of deep learning at Muhammadiyah Purin Elementary School still faces obstacles in the form of a high administrative burden on teachers. Teachers must divide their attention between designing meaningful learning and completing administrative reports, completing applications, and providing school documentation. This situation prevents teachers' creative energy from being fully focused on improving the quality of learning. This finding is relevant to research (Kholisah, 2025), which states that one of the challenges of implementing deep learning policies in Indonesia is the imbalance between administrative demands and teacher professional development. Therefore, more adaptive school policies are needed to provide teachers with more space to innovate in learning.

In terms of bureaucratic structure, Muhammadiyah Purin Elementary School has established a school organizational system that adequately supports the implementation of deep learning through a clear division of tasks, academic supervision, and a collaborative work culture. The school's bureaucratic structure no longer merely performs administrative functions but has begun to evolve into a learning organization. Teachers actively engage in discussions through the Teacher Working Group (KKG) and regular meetings to discuss learning strategies. Academic supervision is also conducted reflectively and dialogically, providing teachers with input to improve the quality of learning. This finding aligns with the collaborative bureaucracy theory, which emphasizes the importance of coordination, collaboration, and reflective supervision in enhancing the effectiveness of education policy implementation.

Overall, the implementation of the deep learning policy at Muhammadiyah Purin Elementary School demonstrates that the policy's success is influenced not only by formal regulations, but also by the readiness of the school culture, the principal's leadership, teacher competence, and the support of the school organization. The school has succeeded in building a shared awareness of the importance of deep learning, but its implementation still requires strengthening aspects of teacher mentoring, optimizing learning technology, and developing a sustainable reflective culture. These findings reinforce previous research that deep learning will be effective when supported by strong communication, adequate resources, a positive disposition of implementers, and a collaborative and adaptive bureaucratic structure.

Availability and Utilization of Resources in Implementing the Deep Learning Policy at Muhammadiyah Purin Elementary School

The availability and utilization of resources in implementing the deep learning policy at Muhammadiyah Purin Elementary School in Patebon demonstrates that the school has adequate facilities, human resources, and competency development programs to support the learning transformation. Research findings indicate that the school has provided representative classrooms, learning media, LED and LCD TVs, teaching modules, and access to technology that supports active and contextual learning processes. Furthermore, the school conducts various teacher training programs through workshops, In-House Training (IHT), and Teacher Working Group (KKG) activities to strengthen teachers' capacity in understanding deep learning implementation. This demonstrates the school's institutional commitment to supporting the success of the deep learning policy.

In Edward III's policy implementation theory, resources are a key factor in determining the success of policy implementation. Resources encompass not only physical facilities but also human competency, information, authority, and organizational support. Based on the research findings, Muhammadiyah Purin Elementary School has adequate physical resources, but still faces challenges in the quality of its human resources, particularly teachers' pedagogical and digital competencies. Some teachers have grasped the concepts of active and exploratory learning, while others are still adapting to the concept of deep learning. This indicates that the availability of resources does not automatically guarantee effective implementation if not balanced with the ability to utilize them optimally.

The availability of learning resources at Muhammadiyah Purin Elementary School is a crucial asset in supporting contextual and interactive learning. Observations indicate that teachers have utilized various media such as student worksheets (LKPD), teaching modules, images, videos, and visual media to help students understand the material more

concretely. In some classes, the use of simple technology such as instructional videos and digital media has increased student engagement in the learning process. This finding aligns with research (Natalia, 2025), which states that the use of interactive media and learning technology can strengthen the implementation of deep learning because students more easily grasp concepts through visual and contextual experiences. The use of learning media also supports the creation of meaningful and joyful learning in accordance with deep learning principles.

Despite the availability of adequate learning resources, research has found that the use of learning technology is not evenly distributed across all classes. In some classes, teachers still use conventional learning approaches and have not yet optimally utilized technology to support student exploration. This indicates a disparity in teachers' abilities to integrate technology into learning. These findings are relevant to research (Mukhoyaroh S. W., 2025), which confirms that one of the main obstacles to implementing deep learning in Indonesia is teachers' limited ability to utilize learning technology pedagogically. Therefore, the implementation challenge lies not only in the availability of facilities but also in teachers' readiness to develop technology-based learning innovations.

From a human resources perspective, Muhammadiyah Purin Elementary School has demonstrated efforts to develop teacher competencies through various training and mentoring programs. (Prasetyo, 2024)Teachers have begun experimenting with project-based learning, group discussions, and exploratory activities that actively engage students. However, this implementation is not yet fully structured according to deep learning principles, as some teachers still require concrete examples and ongoing mentoring. This condition aligns with research (Mukhoyaroh, 2024), which states that the successful implementation of deep learning is highly dependent on continuous teacher professional development, particularly in aspects of learning design, pedagogical reflection, and active classroom management.

The utilization of resources in implementing deep learning is also evident in teachers' ability to manage active learning in the classroom. Observations indicate that in certain classes, teachers are able to provide space for students to discuss, collaborate, and express their opinions independently. Teachers are also beginning to develop learning oriented toward HOTS (Higher Order Thinking Skills) and exploration of students' real-life experiences. This aligns with constructivist theory, which emphasizes that knowledge is built through active learning experiences and social interactions. Research (Luthfiyah, 2025) also shows that deep learning involving reflective and collaborative activities can enhance students' critical thinking skills more deeply.

In addition to human resources and learning resources, school organizational support is also crucial for resource utilization. Based on a documentary study, the school has a teacher training program, an inventory of learning media, and an active learning development policy that supports the implementation of deep learning. The principal plays an active role in guiding teachers to improve the quality of learning through academic supervision and the development of a teacher learning community. This is in line with research (Suwandi, 2025), which confirms that school leadership support and a collaborative culture significantly influence the successful utilization of resources in implementing education policies. With strong organizational support, schools are better able to build an adaptive and innovative learning culture.

Overall, the availability and utilization of resources in implementing the deep learning policy at Muhammadiyah Purin Elementary School have shown positive results and are quite supportive of the learning transformation. The school has adequate learning facilities, learning media, a teacher development program, and organizational support. However, policy implementation still faces challenges in the form of gaps in pedagogical and digital competencies among teachers and the suboptimal integration of learning technology across all classrooms. Therefore, strengthening ongoing training, professional mentoring, and optimizing technology utilization are needed to ensure a more effective, equitable, and sustainable implementation of deep learning, in line with learning objectives.

Disposition or Attitude of Implementers (Teachers and Principal) Toward the Deep Learning Policy at Muhammadiyah Purin Elementary School

The disposition or attitude of implementers of the deep learning policy at Muhammadiyah Purin Elementary School, Patebon, shows a positive trend toward shifting learning toward active, reflective, and student-centered learning. The principal and teachers are generally committed to supporting the implementation of this policy as part of the educational transformation in the Independent Curriculum era. Research results indicate that the principal plays an active role in encouraging teachers to be bold in implementing learning innovations and building a more critical and meaningful learning culture. This positive attitude is crucial for the success of the policy because the implementer's disposition determines the extent to which the policy is accepted, understood, and consistently implemented in the school.

In Edward III's policy implementation theory, the implementer's disposition or attitude is a crucial factor influencing the success of policy implementation. Disposition encompasses the implementer's commitment, motivation, understanding, and willingness to implement the policy diligently. Based on the research findings, the

principal at Muhammadiyah Purin Elementary School not only performs administrative functions but also acts as a transformational leader who fosters a spirit of learning change. The principal actively provides motivation, coaching, and support to teachers so they can implement more innovative and meaningful learning. This indicates that the success of deep learning implementation depends not only on formal regulations but also on the quality of school leadership in building a culture of change.

Teachers' positive attitudes toward deep learning implementation are evident in their efforts to implement active learning and provide greater opportunities for student participation. Teachers are beginning to experiment with group discussions, simple projects, and exploratory learning to increase student engagement in the learning process. Furthermore, teachers are beginning to realize that learning should not only focus on delivering material but also on developing students' critical thinking, creativity, and reflection skills. These findings align with the concept of deep learning proposed by (Yamin, 2025), which states that deep learning must foster mindful, meaningful, and joyful learning experiences so that students are more active and aware in the learning process.

However, this study found that teacher dispositions regarding the implementation of deep learning policies were not entirely homogeneous. Some teachers were intrinsically motivated to develop and improve the quality of learning, while others continued to implement the policy due to school administrative demands. This situation indicates differences in the level of pedagogical readiness and awareness among teachers. This finding is relevant to research (Khofifah, 2025), which states that the success of deep learning implementation is greatly influenced by teachers' professional awareness and their ability to act as agents of change in learning. Teachers with intrinsic motivation tend to be more creative and adaptive in implementing innovative learning compared to teachers who are solely focused on fulfilling administrative obligations.

Teachers' positive dispositions were also evident in their enthusiasm in guiding students throughout the learning process. Observations showed that in several classes, teachers actively encouraged students to ask questions, discuss, and collaborate in groups. Teachers began to create a more interactive and participatory learning environment, enabling students to gain confidence in expressing their opinions. This is consistent with constructivist theory, which emphasizes that effective learning occurs when students are actively involved in constructing their knowledge through interaction and direct learning experiences. Research (Albani, 2025) also shows that active teacher involvement in reflective learning can significantly increase student motivation and participation.

However, teachers' positive dispositions still face obstacles in the form of high administrative burdens and limited time in designing immersive learning. Teachers must complete various administrative tasks such as learning reports, completing applications, and providing school documentation, limiting their creative energy for developing innovative learning. The study found that some teachers felt that implementing immersive learning required more complex preparation than conventional learning. This finding aligns with research (Allen, 2024), which emphasized that one of the main challenges to implementing immersive learning policies in Indonesia is the imbalance between administrative demands and the development of teacher learning quality.

In addition to administrative factors, the study also found that some teachers are still adapting to the concept and practice of deep learning. In some classes, active learning has not been optimal because teachers are still accustomed to a teacher-centered approach. This situation indicates that changing the learning culture requires a lengthy adaptation process. Therefore, principals need to continue providing mentoring, reflective supervision, and strengthening teacher learning communities so that positive teacher dispositions can develop into a sustainable professional culture. This aligns with research (Mukhoyaroh, 2024), which states that continuous professional development is essential to strengthening teachers' pedagogical readiness to implement deep learning.

Overall, the dispositions or attitudes of those implementing the deep learning policy at Muhammadiyah Purin Elementary School are positive and supportive of learning transformation. The principal has implemented a transformational leadership role that encourages teacher innovation and collaboration, while teachers are beginning to build more active, reflective, and meaningful learning for students. However, policy implementation still faces challenges such as differences in motivation among teachers, high administrative burdens, and the need for ongoing professional mentoring. Therefore, schools need to strengthen a collaborative culture, develop dialogic academic supervision, and create a mentoring system that can maintain teacher motivation and professionalism so that deep learning implementation can run more optimally and sustainably.

The School Bureaucratic Structure Supports the Effective Implementation of the Deep Learning Policy at Muhammadiyah Purin Elementary School

The school bureaucratic structure at Muhammadiyah Purin Elementary School, Patebon, plays a significant role in supporting the effective implementation of the deep learning policy. Research findings indicate that the school has established an organizational system that supports learning through a clear division of tasks, collaborative work

coordination, academic supervision, and the integration of the deep learning program into the school management system. The school bureaucratic structure serves not only as a formal administrative tool but also as a learning organization that supports the transformation of the school's learning culture. This demonstrates that the success of policy implementation is determined not only by the quality of classroom learning but also by the effectiveness of the school's overall organizational governance.

In Edward III's policy implementation theory, the bureaucratic structure is a key factor in determining the success of policy implementation. This bureaucratic structure encompasses the division of tasks, coordination mechanisms, work procedures, and oversight patterns that support effective policy implementation. Based on the research findings, Muhammadiyah Purin Elementary School has a school organizational structure and curriculum development team that serves to direct the implementation of deep learning. The principal, class coordinators, curriculum team, and Teacher Working Group (KKG) play interconnected roles in supporting the implementation of active and meaningful learning. With a clear division of tasks, policy implementation becomes more organized and less reliant on specific individuals.

The bureaucratic structure that supports deep learning implementation is also evident in the culture of coordination and collaboration among teachers at the school. Teachers regularly engage in discussions through meetings and Teacher Working Group (KKG) activities to address learning strategies, implementation challenges, and the development of teaching materials. This situation indicates that the school bureaucracy is shifting from an administrative bureaucracy to a collaborative bureaucracy that emphasizes cooperation and a culture of collegiality. This finding aligns with research (Sutikno, 2025), which confirms that the success of deep learning implementation is significantly influenced by the existence of teacher learning communities and a collaborative culture within the school. Through effective coordination, teachers can share experiences and strengthen their understanding of deep learning practices.

In addition to work coordination, the effectiveness of the school bureaucratic structure is also evident in the implementation of academic supervision by the principal. Research results indicate that supervision is not solely oriented toward administrative oversight but also reflective and dialogical. The principal conducts classroom observations and discussions with teachers to evaluate the quality of learning and provide continuous feedback for improvement. This type of supervision demonstrates a paradigm shift from bureaucratic supervision to instructional supervision, which focuses more on teacher professional development and improving the quality of learning. These findings align with research (Rahmatullah, 2024), which states that adaptive school leadership and reflective supervision are crucial for supporting the successful implementation of deep learning in schools.

Observations also indicate that the school bureaucratic structure supports the creation of a culture of reflective learning in the classroom. Teachers have begun conducting simple evaluations with students at the end of each lesson as part of a reflection on the learning process. Furthermore, the teaching and learning undertaken by teachers generally refers to teaching modules and deep learning principles that emphasize active student involvement. This indicates that the school system has begun to integrate reflective learning into the school's organizational culture. These findings are relevant to the theory of learning organizations, which emphasizes that effective schools are those capable of fostering a culture of reflection, collaboration, and continuous learning for all members of the school community.

The support of the school's bureaucratic structure is also evident in the existence of formal documents that reinforce the implementation of deep learning policies. Based on the documentation study, the school has a decree on task allocation, academic supervision reports, a school work program, and learning development documents, demonstrating that deep learning implementation has been formally integrated into the school's organizational system. This indicates that the deep learning policy is not merely a discourse but has been incorporated into the school's planning, implementation, and evaluation systems. These findings align with research (Mahardika, 2025), which states that the implementation of education policies will be effective if supported by internal school regulations, a monitoring system, and clear organizational governance.

Although the school's bureaucratic structure is sufficiently supportive of deep learning implementation, this study found that the school's reflective and independent organizational culture is still in its infancy. Some teachers still require guidance and mentoring from the principal to implement truly exploratory and HOTS-based learning. This indicates that changing the school's organizational culture requires a continuous adaptation process. This finding is relevant to research (Kurniasih, 2024), which states that the successful implementation of learning innovations requires strengthening organizational culture, adaptive leadership, and the continuous development of the teacher professional community.

Overall, the bureaucratic structure at Muhammadiyah Purin Elementary School supports the effective implementation of deep learning policies through clear division of tasks, collaborative coordination, reflective supervision, and the integration of learning programs into the school system. The school's bureaucratic structure no longer merely performs administrative functions but is beginning to evolve into a learning organization that supports

sustainable changes in the learning culture. However, the school still needs to strengthen its reflective culture, teacher independence, and professional learning community so that deep learning implementation can be more optimal, consistent, and sustainable in line with learning demands.

CONCLUSION

This study concludes that the implementation of the Deep Learning policy at Muhammadiyah Purin Elementary School has generally been effective, supported by positive communication, adequate resources, strong leadership commitment, and a well-established organizational structure. The policy has encouraged a shift toward more student-centered, active, and reflective learning practices. However, several challenges remain, including variations in teachers' understanding of Deep Learning, differences in pedagogical and digital competencies, administrative workload, and the limited effectiveness of academic supervision in supporting instructional improvement.

The findings indicate that successful implementation of Deep Learning depends not only on policy support and resource availability but also on teachers' professional capacity and continuous mentoring. Therefore, schools need to strengthen teacher professional development, optimize the use of technology in learning, and enhance instructional supervision that focuses on pedagogical improvement.

This study contributes to the literature on educational policy implementation by providing empirical evidence of how communication, resources, disposition, and bureaucratic structure influence the implementation of Deep Learning at the primary school level. The findings may serve as a reference for policymakers, school leaders, and educators in designing strategies to strengthen the implementation of Deep Learning and improve the quality of learning in schools.

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AUTHOR CONTRIBUTION STATEMENT

NLO was responsible for the research design, data collection and analysis, and manuscript writing. WK contributed to the development of research instruments, data analysis, and manuscript revision. NAN played a role in the development of the research concept, supervision of the overall research process, and final revision of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that this research was conceived, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

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