



Analysis of a Deep Learning Approach Based on Cultural Values in Pancasila Education at Elementary Schools in Simpang Mamplam District

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ARTICLE INFO	ABSTRACT
Article history: Submitted: Juny 27, 2026 Final Revised: July 10, 2026 Accepted: July 24, 2026 Published: July 31, 2026	This study was motivated by the continued dominance of teacher-centered learning and the limited integration of local cultural values into Pancasila Education in elementary schools. It aimed to examine teachers' understanding of a deep learning approach based on local cultural values, analyze its implementation, and identify the supporting and inhibiting factors in elementary schools in Simpang Mamplam District. This study employed a descriptive qualitative approach involving five elementary schools. Data were collected through classroom observations, semi-structured interviews, and documentation, then analyzed using data reduction, data display, and conclusion drawing. The findings showed that teachers had a good understanding of the deep learning approach and successfully integrated Acehnese traditions, gotong royong, religious values, folklore, and community activities into Pancasila Education, creating more contextual, meaningful, and student-centered learning. Classroom observations indicated an average implementation score of 97.2%, categorized as excellent. The main supporting factors were the strong local cultural environment, support from school principals, parents, and school committees, and students' enthusiasm. Meanwhile, limited digital learning media, time constraints, and differences in students' learning abilities became the primary challenges. Overall, integrating local cultural values into a deep learning approach enhances the quality of Pancasila Education by promoting meaningful learning and strengthening students' character. This study contributes to the literature by proposing a contextual learning model that integrates deep learning with local cultural values and provides practical guidance for implementing culturally responsive learning within the Independent Curriculum..
Keywords: Deep Learning; Local Cultural Values; Pancasila Education; Elementary School; Meaningful Learning.	
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INTRODUCTION

Primary education plays a fundamental role in developing the quality of human resources in terms of knowledge, skills, and character. However, classroom practices in many elementary schools continue to be dominated by conventional teaching methods that emphasize memorization and final learning outcomes. Such approaches often result in superficial understanding, making it difficult for students to connect acquired knowledge with real-life situations. Meanwhile, meaningful learning has become increasingly essential in preparing students to face the challenges of the twenty-first century (Najmuddin & Syarkawi, 2021).

Pancasila Education in elementary schools plays a crucial role in shaping students' character and personality from an early age. Through this subject, students are expected not only to understand the values of Pancasila theoretically but also to internalize and practice these values in their daily lives. However, in practice, Pancasila Education continues to face various challenges, particularly regarding the instructional approaches employed by teachers. One approach that has recently gained attention in education is the Deep Learning approach. This approach emphasizes meaningful understanding, critical thinking, and the ability to relate learning materials to students' authentic experiences. Through Deep Learning, students are expected to comprehend the significance of Pancasila values and apply them meaningfully in their everyday lives (Alawiyah & Aryanto, 2026; Alistina et al., 2026; Rizki et al., 2024).

Nevertheless, evidence from the field indicates that many teachers have not yet fully understood the concept and implementation of the Deep Learning approach in Pancasila Education. A considerable number of teachers still rely on conventional teacher-centered methods, such as lecturing and rote memorization. As a result, students tend to become passive participants and are less actively engaged in the learning process ([Mashuri et al., 2022](#); [Widodo, 2017](#)).

The Deep Learning approach has recently been introduced as a new educational paradigm in Indonesia. The government has planned to implement this approach gradually in schools beginning with the 2025–2026 academic year. According to the Minister of Primary and Secondary Education, Abdul Mu'ti, the successful implementation of Deep Learning is built upon three key elements: Meaningful Learning, Mindful Learning, and Joyful Learning. Meaningful Learning enables students to perceive what they learn as relevant and valuable to their lives by connecting new concepts with their prior knowledge. Mindful Learning, which is closely associated with metacognition, encourages students to develop full awareness, concentration, and active engagement throughout the learning process. Mindfulness techniques may be incorporated through breathing exercises, self-reflection before or after learning activities, and reflective summaries at the end of each lesson. Finally, Joyful Learning aims to create positive and enjoyable learning experiences through interactive, challenging, and curiosity-driven activities. Students are expected to become more interested in and enjoy the learning process, thereby enhancing their ability to absorb and retain knowledge. These three elements illustrate that Deep Learning has become one of the central strategies in Indonesia's educational transformation to improve the quality of learning ([Anggrayni et al., 2025](#); [Do et al., 2025](#); [Ulfa et al., 2026](#)).

The Deep Learning approach emphasizes comprehensive conceptual understanding rather than mere memorization of information. In practice, students are encouraged to think critically, reflectively, and creatively when solving problems. This approach also seeks to develop global competencies, including character, collaboration, communication, and innovation. Deep Learning focuses on understanding, applying, and reflecting upon knowledge through meaningful learning experiences ([Anwar & Sodik, 2025](#); [Hidayati et al., 2025](#); [Juliani et al., 2024](#)). Furthermore, the successful implementation of deep learning requires a comprehensive support ecosystem, including visionary and supportive school leadership, professional collaboration among teachers, and the active involvement of parents. Without synergy among these three key elements, even the most effective instructional approaches are likely to encounter significant implementation challenges ([Santi et al., 2026](#); [Saqujuddin et al., 2025](#); [Wahyuni, 2025](#)). Consequently, it is considered capable of addressing contemporary educational demands and equipping students with competencies required in the modern era.

Deep Learning extends beyond cognitive development by integrating affective and psychomotor dimensions into the learning process. This approach creates learning experiences that are meaningful, mindful, and enjoyable, thereby increasing students' motivation to learn. Recent studies have demonstrated that Deep Learning enhances students' long-term understanding while fostering critical and creative thinking skills. Rather than concentrating solely on content mastery, Deep Learning encourages students to construct meaning from the knowledge they acquire ([Arnanda et al., 2026](#); [Najmuddin et al., 2024](#)). Therefore, implementing Deep Learning is considered essential for improving the quality of education at the elementary school level.

Despite its potential benefits, the implementation of Deep Learning in elementary schools continues to face several challenges. One of the primary issues is the continued dominance of traditional teacher-centered instructional practices. Many educators have not yet fully understood the concepts and practical application of Deep Learning, limiting their ability to promote higher-order thinking and deep conceptual understanding among students. In fact, Deep Learning requires a paradigm shift toward student-centered instruction that actively engages learners in constructing knowledge ([Putri et al., 2026](#); [Rahma et al., 2024](#)). Furthermore, this approach emphasizes the importance of connecting academic knowledge with authentic real-life contexts.

The transformation toward Deep Learning also requires systemic changes in education, including improving teachers' professional competencies, creating supportive learning environments, and integrating technology and culture into classroom instruction. Deep Learning demands students' active involvement in understanding, applying, and reflecting upon knowledge. In this context, local cultural values represent highly relevant learning resources. Integrating local culture into educational practices enables students to understand learning materials more contextually while simultaneously strengthening their cultural identity and character as members of society ([Mardatillah et al., 2025](#); [Maulidya et al., 2025](#)).

Simpang Mamplam District, located in Aceh Province, possesses rich cultural heritage characterized by religious values, social solidarity, and customary traditions. These cultural values should be integrated into educational practices as part of a contextual learning approach. However, in reality, elementary education has not fully utilized local cultural potential as a valuable learning resource. The limited integration of cultural values into classroom instruction often

disconnects students from the relationship between school learning and their everyday experiences. Consequently, the internalization of local cultural values among students has gradually declined. This situation is particularly concerning because Deep Learning emphasizes the integration of knowledge, experience, and values as interconnected components of meaningful learning. Moreover, globalization and rapid technological advancement present additional challenges to preserving local cultural values. Without deliberate efforts to integrate culture into education, these values may gradually diminish among younger generations. Therefore, there is a pressing need for instructional approaches that not only strengthen students' academic achievement but also deeply instill local cultural values.

Although previous studies have highlighted the benefits of the Deep Learning approach and the importance of integrating local cultural values into learning, empirical evidence regarding how elementary school teachers understand and implement this approach in specific local contexts remains limited. In particular, there is a lack of research examining the integration of Deep Learning with the cultural values of Acehese communities in elementary schools in Simpang Mamplam District, where local traditions and religious values constitute important educational resources. Existing studies have generally focused on the theoretical benefits of Deep Learning or local wisdom separately, with limited attention to teachers' readiness, classroom implementation, and the contextual factors that support or hinder its application. Addressing this gap is important because understanding the actual implementation of Deep Learning in culturally rich educational settings can provide evidence-based recommendations for improving Pancasila Education. Therefore, this study aims to examine teachers' understanding of the Deep Learning approach based on local cultural values, analyze its implementation in Pancasila Education, and identify the supporting and inhibiting factors affecting its application in elementary schools in Simpang Mamplam District.

METHOD

This study employed a qualitative approach using a descriptive qualitative research design. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of the processes, meanings, and socio-cultural contexts underlying the implementation of *deep learning* based on local cultural values in Pancasila Education learning at elementary schools in Simpang Mamplam District. Qualitative research enables researchers to explore the meanings constructed by individuals or groups regarding a social phenomenon, thereby providing a holistic understanding of educational realities, particularly those related to values, culture, and participants' experiences (Creswell & Creswell, 2017). The study was conducted in a natural setting, allowing the researcher to interact directly with the participants and gain a comprehensive understanding of the phenomenon under investigation (Moleong, 2017). A descriptive qualitative design was adopted to systematically and accurately describe the implementation of *deep learning* integrated with local cultural values without manipulating the research setting.

The research was conducted in five elementary schools located in Simpang Mamplam District: UPTD SD Negeri 1 Simpang Mamplam, UPTD SD Negeri 7 Simpang Mamplam, UPTD SD Negeri 9 Simpang Mamplam, UPTD SD Negeri 16 Simpang Mamplam, and UPTD SD Negeri 17 Simpang Mamplam. The research sites were selected purposively because these schools are situated in communities that continue to preserve local cultural values, such as mutual cooperation, politeness, social solidarity, and togetherness, which are closely related to the focus of this study. According to (Huberman & Miles, 2002), qualitative research sites should be selected based on their potential to provide information-rich cases that enable researchers to gain comprehensive insights into the phenomenon being studied. The research was conducted over approximately two months, covering the stages of preparation, data collection, data analysis, and report writing.

The data sources consisted of primary and secondary data. Primary data were obtained directly through observations and semi-structured interviews with teachers and school principals as the main participants. Secondary data were collected from supporting documents, including teaching modules, instructional materials, school policy documents, photographs of learning activities, and other documents relevant to the research focus. All data were collected in natural settings to ensure that they accurately reflected actual conditions without researcher intervention.

Data were collected using observation, semi-structured interviews, and documentation. Observation was conducted to examine the implementation of Pancasila Education learning, teacher-student interactions, the integration of local cultural values, and the application of the 6C competencies, namely Critical Thinking, Creativity, Communication, Collaboration, Character, and Citizenship. Semi-structured interviews with teachers and school principals were conducted to obtain in-depth information regarding their understanding of the *deep learning* approach, the integration of local cultural values into classroom instruction, and the supporting and inhibiting factors affecting its implementation. Documentation, including teaching modules, instructional materials, school documents, and photographs of classroom activities, was used to complement and validate the findings obtained through observations and interviews.

In qualitative research, the researcher serves as the primary research instrument (*human instrument*) responsible for collecting, analyzing, and interpreting the data. To support the data collection process, interview guides, observation sheets, and documentation checklists were developed based on the research objectives. The interview guide was designed in a semi-structured format to provide flexibility for probing participants' responses while maintaining consistency with the research focus (Creswell & Creswell, 2017). Observation sheets were used to systematically record classroom activities, while documentation served as supporting evidence and a means of verifying the findings obtained from observations and interviews.

To improve the transparency and replicability of the observation instrument, an observation rubric was developed based on the core components of the deep learning approach integrated with local cultural values in Pancasila Education. The rubric consisted of five assessment aspects: (1) implementation of meaningful learning activities, (2) integration of local cultural values into classroom learning, (3) teacher facilitation of the 6C competencies (Critical Thinking, Creativity, Communication, Collaboration, Character, and Citizenship), (4) student engagement and participation, and (5) classroom interaction and reflective learning practices. Each aspect was assessed using a four-point rating scale ranging from 1 (very poor) to 4 (very good). The scores obtained from all indicators were converted into a percentage scale (0–100) using the formula: $\text{Score} = (\text{obtained score} / \text{maximum score}) \times 100$. The resulting percentages were interpreted using the following criteria: 86–100 = Very Good, 71–85 = Good, 56–70 = Fair, and ≤ 55 = Poor. This scoring procedure was established to ensure consistency, transparency, and replicability of the observation process.

The trustworthiness of the data was ensured through source triangulation and methodological triangulation. Source triangulation involved comparing information obtained from teachers and school principals, whereas methodological triangulation was conducted by comparing findings from observations, interviews, and documentation to ensure data consistency, credibility, and validity. In addition, member checking was conducted by confirming interview findings with participants, peer debriefing was carried out to obtain constructive feedback, and supporting documents were used as reference materials to strengthen the credibility of the research findings (Bernard, 1996; Takona, 2024).

Data analysis was conducted throughout the research process using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing and verification (Miles et al., 2021). Data reduction involved selecting, organizing, simplifying, and focusing the collected data according to the research objectives. The reduced data were then presented in a narrative form to facilitate interpretation and identify emerging patterns and relationships. Finally, conclusions were drawn and continuously verified throughout the research process to ensure that the findings were firmly supported by the collected data, thereby enhancing the credibility and trustworthiness of the study.

RESULTS

Teachers' Understanding of the Deep Learning Approach

Based on interviews conducted with teachers and principals from several elementary schools in Simpang Mamplam District, it was found that the majority of teachers understood the concept of the deep learning approach as a learning method that emphasizes meaningful understanding, promotes active student engagement, and encourages learners to construct knowledge deeply. Teachers were not only focused on learning outcomes but also on students' ability to connect the knowledge they acquired with real-life situations. As stated by Mrs. FH:

"I see deep learning as an approach that enables students to truly master the material rather than simply memorizing it. They are encouraged to think critically, participate in discussions, and relate what they learn to their everyday experiences."

This statement was reinforced by the principal, Mrs. SW, who stated:

"The deep learning approach is highly appropriate for elementary education because it helps students understand learning materials more comprehensively. Teachers can also connect the lessons with the surrounding local culture, making the learning process more meaningful."

Classroom observations further revealed that teachers had understood the fundamental principles of deep learning, as reflected in their ability to relate Pancasila Education materials to students' daily lives. During classroom instruction, teachers posed thought-provoking questions that encouraged students to think critically and connect the learning content with their experiences in community cooperation activities and local cultural traditions. These findings

are consistent with Anwar & Sodik (2025), who argue that deep learning enables students to understand, apply, and reflect upon knowledge comprehensively through meaningful learning experiences.

In addition, an analysis of teaching documents, including lesson modules, student worksheets (LKPD), and other instructional materials, showed that teachers had formulated learning objectives emphasizing conceptual understanding and the application of local cultural values. These documents indicated that teachers possessed a sound understanding of the deep learning approach and its implementation in Pancasila Education.

Based on the interview, observation, and documentation findings, it can be concluded that elementary school teachers in Simpang Mamplam District have developed a strong understanding of the deep learning approach based on local cultural values. This understanding is reflected in their ability to connect learning materials with students' real-life experiences and the cultural practices existing within the local community.

Implementation of the Deep Learning Approach Based on Local Cultural Values in Pancasila Education at Elementary Schools in Simpang Mamplam District

The findings revealed that the implementation of the deep learning approach integrating local cultural values into Pancasila Education was carried out through various learning activities that embedded local culture into the instructional content. Teachers consistently sought to provide meaningful learning experiences, enabling students to understand Pancasila values through the cultural practices they encounter in their daily lives. According to Mrs. CAY:

"When teaching about mutual cooperation and unity, I relate the lessons to Kenduri Laot traditions, community service activities for cleaning the school environment, and various social activities commonly carried out by people in the village."

Similarly, the school principal, Mr. BN, stated:

"The school provides opportunities for students to participate in local cultural and traditional activities because these activities serve as effective media for character education while strengthening the values of Pancasila."

Classroom observations showed that teachers initiated learning by presenting examples of local cultural practices closely related to students' daily experiences. Teachers also encouraged students to discuss the meaning of mutual cooperation within the community and connect it to the values of unity and togetherness. Students actively asked questions, participated in discussions, and shared opinions based on their personal experiences.

The observations also demonstrated that students worked collaboratively in groups to complete assignments related to local culture. Through these activities, they learned to appreciate their peers' opinions, collaborate effectively, and demonstrate responsibility. The learning process was interactive and student-centered. These findings were further supported by documentation, including photographs of classroom activities, teaching modules, student worksheets, and records of weekly community service activities conducted every Saturday. The documentation indicated that local culture was effectively utilized as a learning resource to support the teaching of Pancasila Education.

Overall, the findings indicate that the implementation of the deep learning approach based on local cultural values was carried out through contextual, participatory, and student-centered learning processes. Integrating local culture into classroom instruction enabled students to understand Pancasila Education more deeply and meaningfully. These findings are consistent with Sari et al (2021), who argue that connecting learning materials with local culture facilitates students' understanding of the values being taught. Furthermore, the cultural values embedded in the learning process contribute significantly to students' character development. The following table presents the results of the classroom observations conducted by the researcher.

Table 1. Summary of Observation Results on the Implementation of the Deep Learning Approach Based on Local Cultural Values

Nu.	School	Score Obtained	Maximum Score	Percentage (%)	Category
1	UPTD State Elementary School 1 Simpang Mamplam	96	100	96%	Excellent
2	UPTD State Elementary School 7 Simpang Mamplam	99	100	99%	Excellent
3	UPTD State Elementary School 9 Simpang Mamplam	98	100	98%	Excellent
4	UPTD State Elementary School 16 Simpang Mamplam	96	100	96%	Excellent
5	UPTD State Elementary School 17 Simpang Mamplam	97	100	97%	Excellent
Total		486	500	97.2%	Excellent

Percentage Formula

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Observation percentage

F = Score obtained

N = Maximum score

Overall Calculation

$$P = \frac{486}{500} \times 100\%$$

Table 2. Criteria for Interpreting Observation Data

Percentage Interval	Category
81%–100%	Excellent
61%–80%	Good
41%–60%	Fair
21%–40%	Poor
0%–20%	Very Poor

Table 3. Average Observation Results of Elementary Schools in Simpang Mamplam District

School	Percentage	Category
UPTD State Elementary School 1 Simpang Mamplam	96%	Very Good
UPTD State Elementary School 7 Simpang Mamplam	99%	Very Good
UPTD State Elementary School 9 Simpang Mamplam	98%	Very Good
UPTD State Elementary School 16 Simpang Mamplam	96%	Very Good
UPTD State Elementary School 17 Simpang Mamplam	97%	Very Good
Overall Average	97.2%	Very Good

Based on observations conducted at five elementary schools in Simpang Mamplam District, a total score of 486 out of a maximum possible score of 500 was obtained, resulting in an average percentage of 97.2%. These findings indicate that the implementation of the deep learning approach based on local cultural values in Pancasila Education learning falls into the very good category. The highest percentage was achieved by UPTD State Elementary School 7 Simpang Mamplam at 99%, while the lowest percentage was recorded by UPTD State Elementary School 1 Simpang Mamplam and UPTD State Elementary School 16 Simpang Mamplam, both with 96%. Nevertheless, all schools demonstrated excellent performance in implementing the deep learning approach based on local cultural values throughout the learning process. The purpose of presenting this table is not to compare the implementation of the deep learning approach among UPTD elementary schools in Simpang Mamplam District, but rather to provide readers with clear information regarding the successful implementation of the deep learning approach.

Supporting and Inhibiting Factors of the Deep Learning Approach Based on Local Cultural Values in Pancasila Education at Elementary Schools in Simpang Mamplam District

This section presents and discusses the research findings obtained through interviews, observations, and documentation. The findings identified several factors that support as well as hinder the implementation of the deep learning approach based on local cultural values in Pancasila Education at elementary schools in Simpang Mamplam District.

The interview results revealed that one of the primary supporting factors is the strong preservation of local cultural traditions within the community, making them easily accessible learning resources. In addition, support from school principals and the enthusiasm of students play significant roles in ensuring successful learning. This finding is consistent with [Santi et al \(2026\)](#), who argued that the successful implementation of deep learning requires a comprehensive support ecosystem, including visionary and supportive school leadership, professional collaboration among teachers, and active parental involvement. Without synergy among these three elements, even the most effective learning approaches are likely to encounter substantial implementation challenges. Mrs. SWI stated:

"The traditions of mutual cooperation (gotong royong), kenduri (communal feast), and various customary activities are still widely practiced in our community. This makes it easier for us to relate the learning materials to the real-life experiences of our students."

Mr. IF, the school principal, also explained:

"I always encourage teachers to develop innovative teaching methods and regularly organize Teacher Learning Communities (Kombel) and Teacher Working Groups (KKG) to improve teachers' competencies. We also provide opportunities for students to participate in cultural and traditional activities taking place within their communities."

Classroom observations showed that the supporting factors were reflected in students' active participation during the learning process. Students appeared highly enthusiastic when teachers presented examples related to local culture because they were already familiar with and had directly experienced such activities in their daily lives.

However, the study also identified several challenges. Interviews indicated that some teachers still require additional training on implementing the deep learning approach effectively. Furthermore, limited instructional time often becomes an obstacle because deep learning requires a longer learning process than conventional teaching methods. This finding is in line with Harisatunisa & Sauqi (2023), who stated that deep learning requires a longer time allocation than traditional learning because students are expected not only to receive information but also to explore concepts, connect them with real-life experiences, engage in discussions, and reflect on their learning outcomes. Through these processes, students are able to develop more meaningful and profound understanding of the subject matter.

Observations further indicated that not all students possessed the same level of understanding of the learning materials. Some students required more intensive guidance to actively participate in discussions and reflective activities, which constitute essential components of the deep learning approach. Documentation, including school programs, lesson schedules, and instructional materials, showed that schools had made considerable efforts to support culture-based learning. Nevertheless, not all instructional materials consistently incorporated well-structured deep learning activities. Based on the interviews, observations, and documentation, it can be concluded that the supporting factors for implementing the deep learning approach based on local cultural values include strong school support, the continued existence of local cultural traditions, and students' enthusiasm. Meanwhile, the inhibiting factors consist of limited instructional time, differences in students' learning abilities, and the need to further enhance teachers' competencies in effectively implementing the deep learning approach.

DISCUSSION

Teachers' Understanding of the Deep Learning Approach Based on Local Cultural Values in Pancasila Education at Elementary Schools in Simpang Mamplam District

The findings indicate that teachers and principals of elementary schools in Simpang Mamplam District possess a sound understanding of the deep learning approach based on local cultural values. The interview results revealed that teachers perceive deep learning as an instructional approach that emphasizes meaningful understanding, active student engagement, critical thinking skills, and the connection between learning materials and students' everyday lives. This understanding has been developed through various professional development activities, including training programs, seminars, workshops, Teacher Working Groups (Kelompok Kerja Guru/KKG), and continuous self-directed learning.

Theoretically, this perspective is consistent with the concept of culture-based education, which argues that local culture serves as an effective learning resource because it is closely related to students' real-life experiences. Integrating local cultural values into the learning process enables students to understand instructional content more contextually while simultaneously strengthening their cultural identity and character development. Based on the findings obtained from elementary schools in Simpang Mamplam District, it can be concluded that teachers and school principals have a comprehensive understanding of the deep learning approach grounded in local cultural values within the Pancasila Education subject. This understanding has been acquired through various professional development initiatives, including training sessions, seminars, workshops, learning communities, and Teacher Working Group (KKG) activities. Teachers recognize that the deep learning approach is not merely oriented toward mastering subject content but also emphasizes meaningful learning, mindful learning, and joyful learning. This understanding is consistent with the concept of deep learning proposed by [Rahmawati et al \(2025\)](#), who argue that deep learning consists of three essential characteristics: meaningful learning, mindful learning, and joyful learning. These three elements interact to create optimal learning experiences that make the learning process more meaningful for students.

The findings also demonstrate that the implementation of the deep learning approach based on local cultural values has been integrated into the teaching of Pancasila Education. Teachers connect instructional materials with students' daily experiences and the local cultural values practiced within the community, such as mutual cooperation (*gotong royong*), deliberation (*musyawarah*), politeness, mutual respect, social responsibility, and participation in local traditional customs. Learning activities are not limited to knowledge transmission but also provide opportunities for

students to engage in discussions, collaborate with peers, solve problems, and reflect upon their learning experiences. This finding is consistent with Meirina et al (2025), who argue that the deep learning approach positions students as the central subjects of learning, enabling them to actively construct knowledge through exploration, discussion, collaboration, and reflection. Such active participation allows students to develop deeper understanding while increasing their engagement throughout the learning process.

Furthermore, the integration of local cultural values into Pancasila Education is reflected in various school activities, including routine mutual cooperation every Saturday, the habituation of greetings and courteous behavior, respect for teachers and parents, and students' participation in local traditional ceremonies such as *Khanduri Laot* (Sea Thanksgiving Ceremony). These activities provide meaningful opportunities for students to understand and internalize the cultural values inherited from the local community. The findings support the view that education integrating local culture strengthens students' cultural identity while simultaneously fostering character development aligned with the values of Pancasila.

The role of school principals emerged as a significant factor contributing to the successful implementation of the deep learning approach based on local cultural values. Principals support the implementation through school policies, opportunities for teachers to participate in professional training, teacher supervision, the reinforcement of positive school culture, and providing students with opportunities to participate in community cultural activities. Such support encourages teachers to continuously enhance their professional competencies and adopt more innovative teaching practices. This finding is consistent with previous literature indicating that the successful implementation of deep learning is strongly influenced by school leadership, teacher competence, and a school culture that promotes meaningful learning.

The study also identified several supporting factors in implementing the deep learning approach based on local cultural values, including strong support from school principals, teachers' enthusiasm, the preservation of local cultural traditions within the community, collaboration with parents, and a school environment that supports students' character development. Conversely, several challenges were identified, including limited learning facilities, differences in students' abilities, and insufficient instructional time. These findings are consistent with Syamsuddin (2025), who state that limitations in educational facilities, instructional media, and learning resources often hinder the effective implementation of deep learning. Since deep learning requires students to participate in exploratory, collaborative, and reflective learning activities, adequate learning facilities are essential. When learning resources and instructional media are limited, the process of fostering deep understanding and meaningful learning experiences becomes less effective. Moreover, implementing the deep learning approach generally requires a longer instructional period.

Teachers who possess a thorough understanding of deep learning are generally more capable of designing meaningful and contextual learning experiences than those relying on traditional teaching methods that primarily emphasize memorization. Overall, this study demonstrates that the deep learning approach based on local cultural values has been implemented effectively in Pancasila Education across elementary schools in Simpang Mamplam District. The integration of deep learning with local cultural values contributes positively to enhancing students' conceptual understanding, developing their critical and creative thinking skills, and strengthening character formation in accordance with the values of Pancasila. This approach also represents a relevant strategy for promoting meaningful, mindful, and joyful learning experiences in elementary education. Based on the analysis of the findings, it can be concluded that teachers and school principals in Simpang Mamplam District have developed a strong understanding of both the deep learning approach and local cultural values. This understanding serves as an important foundation for implementing contextual, meaningful, and character-oriented Pancasila Education.

Implementation of the Deep Learning Approach Based on Local Cultural Values in Pancasila Education in Elementary Schools of Simpang Mamplam District

Based on classroom observations conducted on May 21, 2026, at UPTD SD Negeri 1 Simpang Mamplam in a fourth-grade Pancasila Education class, it was found that the implementation of the deep learning approach based on local cultural values had been carried out very effectively. The lesson, taught by Mrs. Sri Farhati, S.Pd., demonstrated optimal efforts to create an active, meaningful, and student-centered learning process. Overall, all stages of instruction, including the introductory, core, and closing activities, were implemented in accordance with the planned learning objectives.

During the introductory stage, the teacher successfully implemented all instructional indicators. The lesson began with greetings and prayers, followed by a clear explanation of the learning objectives. The teacher then connected the lesson content with students' daily lives and linked the material to local cultural values familiar to the students. This contextualization enabled students to understand the concepts more easily by relating them to their own experiences

and cultural backgrounds. Furthermore, the teacher motivated students to think critically, ask questions, and actively participate throughout the learning process.

Similarly, based on classroom observations conducted on May 22, 2026, at UPTD SD Negeri 7 Simpang Mamplam in another fourth-grade Pancasila Education class, it was found that the implementation of the deep learning approach based on local cultural values was also carried out very effectively. The lesson, conducted by Mrs. SW, demonstrated a strong integration between the development of students' higher-order thinking skills and the reinforcement of local cultural values existing within their community. Throughout the learning process, the teacher successfully created an active, interactive, and meaningful learning environment.

The integration of local cultural values was clearly evident during instruction. The teacher explicitly introduced various local cultural values relevant to the Pancasila Education curriculum and incorporated them into classroom activities. As a result, students not only understood theoretical concepts but were also able to recognize their practical applications in everyday life. Students demonstrated their ability to relate the learning materials to familiar local cultural practices and apply these values during discussions and collaborative group activities.

In addition, the teacher utilized digital learning media, including a projector and Chromebooks, to support classroom instruction. The use of these digital tools made learning more engaging and interactive. Students enthusiastically participated in each stage of the lesson because the materials were presented visually and contextually. The integration of technology also supported the implementation of the deep learning approach by providing students with opportunities to access information, explore learning materials independently, and develop a deeper understanding of the topics being studied.

Observations conducted across several elementary schools in Simpang Mamplam District revealed that teachers consistently implemented student-centered learning through discussions, problem-solving activities, question-and-answer sessions, reflection, and collaborative group work. Teachers also connected instructional content with students' real-life experiences and the local traditions practiced within the surrounding community.

In this approach, teachers acted primarily as facilitators by providing students with opportunities to explore, discuss, solve problems, and reflect on their learning experiences. Rather than relying solely on direct instruction, teachers encouraged students to construct their own understanding through critical thinking, collaborative discussion, and reflective learning.

The observations further indicated that teachers frequently used issues closely related to local culture as the basis for learning activities. Cultural values such as mutual cooperation, togetherness, responsibility, and respect for others were integrated into Pancasila Education lessons. Examples of local cultural practices incorporated into learning included school-based community service activities (*gotong royong*), traditional community ceremonies, the Khanduri Laot (Sea Thanksgiving Festival) tradition, regional dances, Acehnese pantun, traditional poetry, and local folklore. Furthermore, teachers effectively utilized various digital learning resources, including projectors, Chromebooks, educational videos, and technology-based learning materials, to facilitate deep learning. The use of technology enabled students to access broader sources of information while strengthening their knowledge exploration processes. These findings are consistent with twenty-first-century learning principles, which emphasize the integration of technology to support active, creative, and collaborative learning.

Based on the observation results, the overall implementation of the deep learning approach based on local cultural values was categorized as excellent, with implementation percentages ranging from 96% to 99%. These findings indicate that the local culture-based deep learning approach has successfully created an active, meaningful, contextual, and relevant Pancasila Education learning environment. Therefore, it can be concluded that implementing a deep learning approach grounded in local cultural values not only enhances students' understanding of Pancasila Education content but also strengthens their character development, critical thinking skills, collaborative abilities, and appreciation of the local cultural heritage of Acehnese society.

Supporting and Inhibiting Factors in the Implementation of a Deep Learning Approach Based on Local Cultural Values in Pancasila Education at Elementary Schools in Simpang Mamplam District

Based on interviews with the school principals, one of the supporting factors for implementing a deep learning approach based on local cultural values at UPTD SD Negeri 1 Simpang Mamplam is the strong support provided by the school for instructional innovation. The principal encourages teachers to develop active, creative, and student-centered learning methods. Teachers also explained that the school environment, which strongly preserves local cultural traditions, enables them to connect learning materials with students' daily lives. This finding is consistent with the study of (Sari et al., 2021), which states that integrating local culture into learning materials helps students

understand the values being taught more effectively. Furthermore, cultural values embedded through the learning process contribute positively to students' character development.

The classroom observations revealed that students demonstrated a high level of enthusiasm during the learning activities. They actively participated in discussions, confidently expressed their opinions, and collaborated effectively with their peers. These conditions served as important supporting factors for the successful implementation of the deep learning approach. Another contributing factor was the teachers' ability to manage the classroom effectively and create an enjoyable learning environment. Teachers successfully integrated Pancasila Education materials with local cultural values, making the learning content more meaningful and easier for students to understand.

The findings from several UPTD elementary schools in Simpang Mamplam District indicate that both supporting and inhibiting factors influence the implementation of the deep learning approach emphasizing local cultural values in Pancasila Education. The major supporting factors include strong leadership from school principals, teachers' professional competence, the availability of local cultural resources as learning materials, the utilization of educational technology, and students' enthusiasm for participating in the learning process. Interviews revealed that school principals consistently support teachers through institutional policies, encouragement, and opportunities to participate in training programs, seminars, workshops, Teachers' Working Group (KKG) activities, and Learning Community (KOMBEL) programs organized at both the school and district levels. Such support significantly enhances teachers' capacity to understand and implement the deep learning approach.

Another important supporting factor identified in this study is the strong preservation of local culture within the Simpang Mamplam community. Cultural elements such as *gotong royong* (mutual cooperation), *Khanduri Laot* (Sea Thanksgiving Ceremony), traditional dances, Acehese pantun, traditional poetry, and various other local cultural practices function as authentic learning resources that can be easily integrated into Pancasila Education. The continued existence of these cultural traditions provides teachers with valuable opportunities to deliver learning experiences that are relevant, contextual, and meaningful.

However, this study also identified several inhibiting factors. Classroom observations indicated that some students were still reluctant to participate actively in discussions and had not yet developed independent critical thinking skills. Several students continued to rely on teacher guidance when asked to provide arguments, express opinions, or solve learning problems. These findings suggest that the development of students' critical thinking skills is a gradual process that requires continuous practice and habituation. In addition, time management emerged as one of the major challenges in implementing deep learning. Activities such as discussion, reflection, problem-solving, and exploration of local cultural values require considerably more instructional time than conventional teaching methods. During several observations, learning sessions frequently exceeded the planned schedule due to the high level of student engagement in classroom discussions.

Another challenge identified was the diversity of students' characteristics and learning abilities. Some students demonstrated low self-confidence, became easily distracted or bored, or required additional attention throughout the learning process. Nevertheless, teachers were able to address these challenges by applying personalized instructional approaches, providing continuous motivation, and managing the classroom effectively. From the perspective of learning implementation theory, the number of supporting factors identified in this study outweighs the inhibiting factors. Institutional support, teachers' professional competence, the integration of local cultural values, and the effective use of educational technology constitute the primary strengths in implementing a deep learning approach based on local cultural values. Meanwhile, the identified obstacles are primarily technical in nature and can be addressed through continuous teacher professional development, improved time management, and sustained efforts to foster students' critical thinking skills and active participation.

Therefore, it can be concluded that the successful implementation of a deep learning approach oriented toward local cultural values in Pancasila Education at elementary schools in Simpang Mamplam District is influenced by the synergy among institutional support, teachers' professional competence, students' active participation, and the preservation of local cultural traditions within the community.

Research Limitations

This study has several limitations that should be considered when interpreting its findings. First, the research was conducted only in elementary schools located in Simpang Mamplam District. Therefore, the findings represent the conditions of the selected research sites and may not necessarily reflect the circumstances of elementary schools in other regions with different characteristics.

Second, this study employed a qualitative research approach that relied primarily on data collected through interviews, classroom observations, and documentation. Consequently, the quality of the findings depends greatly on

the participants' openness in providing information as well as the researcher's ability to observe and interpret the data obtained during the fieldwork.

Third, the limited duration of the research prevented the researcher from observing the long-term implementation of the deep learning approach based on local cultural values. As a result, the development and changes occurring throughout the instructional process could not be examined comprehensively. In addition, this study focused primarily on describing the implementation process of the deep learning approach integrated with local cultural values and did not specifically measure its impact on improving students' learning outcomes through quantitative data.

Nevertheless, various strategies were employed to ensure the trustworthiness of the findings, including source triangulation, methodological triangulation, and documentation triangulation. These procedures helped ensure that the findings provide a comprehensive and in-depth description of the implementation of a deep learning approach based on local cultural values in elementary schools in Simpang Mamplam District.

CONCLUSION

Based on the findings, it can be concluded that the implementation of a deep learning approach based on local cultural values in Pancasila Education has the potential to create more meaningful, contextual, and character-oriented learning in elementary schools. Rather than treating local culture as supplementary content, teachers integrated Acehese cultural values, religious principles, mutual cooperation (*gotong royong*), deliberation (*musyawarah*), and other forms of local wisdom as authentic learning resources that encouraged students to connect conceptual understanding with real-life experiences. This integration supports the development of higher-order thinking, reflective learning, social awareness, and the 6C competencies while strengthening students' Pancasila character.

The study demonstrates that the successful implementation of deep learning is not determined solely by pedagogical strategies but also by the socio-cultural environment that supports learning. The preservation of local cultural traditions and active collaboration among schools, families, and communities constitute essential enabling factors, whereas limited learning facilities and instructional time remain challenges that need to be addressed through institutional support. These findings suggest that the effectiveness of deep learning is strengthened when it is embedded within the cultural context familiar to students, thereby making learning more relevant and sustainable.

This study contributes to the development of educational knowledge by providing empirical evidence that integrating local cultural values into the deep learning approach can serve as an effective pedagogical model for strengthening both cognitive and character development in Pancasila Education at the elementary level. The findings also offer practical implications for educational policy and practice by highlighting the importance of developing culturally responsive learning materials, providing professional development for teachers on culturally integrated deep learning, and improving learning resources to support its implementation. Future research is recommended to examine the effectiveness of this approach using mixed-methods or experimental designs across different cultural settings to further validate and extend the findings.

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