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EVALUATION OF DEEP LEARNING MANAGEMENT IN JUNIOR HIGH SCHOOLS IN AMBON CITY

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ABSTRACT
This study evaluates the management of deep learning in junior high schools in Ambon City using the Context, Input, Process, and Product (CIPP) evaluation model. The study is grounded in the need to examine how schools translate deep learning principles into managerial and classroom practices, particularly in contexts where learning is still often influenced by conventional, teacher-centered, and memorization-oriented approaches. Unlike previous studies that commonly discuss deep learning as a pedagogical strategy, this study contributes by evaluating deep learning as a school management process involving policy direction, resources, implementation, assessment, and learning outcomes. An evaluative qualitative approach was employed. Data were collected through semi-structured interviews, classroom observations, and document analysis involving principals, teachers, and school management staff from three public junior high schools in Ambon City. Data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, while credibility was strengthened through source triangulation, technique triangulation, and member checking. The findings indicate that deep learning management has begun to develop in a positive direction, but its implementation remains uneven across context, input, process, and product components. The study implies that successful deep learning implementation requires not only teacher creativity in the classroom, but also systematic managerial support, continuous professional development, authentic assessment, instructional supervision, and school-level evaluation. This study offers a practical contribution by providing an evaluative framework for improving deep learning management in junior high schools and a theoretical contribution by linking deep learning with holistic educational program evaluation.

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INTRODUCTION

The transformation of education in the twenty-first century requires schools to move beyond the transmission of factual knowledge toward the development of conceptual understanding, critical thinking, collaboration, creativity, communication, reflection, and problem solving. At the global level, education systems are increasingly expected to prepare students to deal with complex social, technological, and environmental challenges. In this context, deep learning has become an important pedagogical orientation because it encourages students to construct meaning, connect learning with real-life contexts, and transfer knowledge across different situations. Deep learning is not merely a teaching technique, but a learning paradigm that promotes meaningful, mindful, reflective, and contextual engagement in the classroom.

Deep learning differs from surface learning because it does not stop at memorization, repetition, or short-term test performance. It requires students to ask questions, analyze relationships among concepts, build arguments, evaluate information, reflect on their own learning processes, and apply knowledge in authentic contexts. Fullan, Quinn, and McEachen (2018) argue that deep learning supports the development of global competencies, including character, citizenship, collaboration, communication, creativity, and critical thinking. Similarly, international literature on quality learning emphasizes that meaningful learning occurs when students actively construct understanding and connect new knowledge with prior knowledge, experience, and real-world problems. Therefore, the implementation of deep learning at the junior high school level requires classroom practices that are active, contextual, collaborative, reflective, and oriented toward higher-order thinking.

The implementation of deep learning cannot be separated from learning management. School leaders and teachers need to manage curriculum planning, teaching strategies, learning resources, professional development, classroom organization, assessment, supervision, and follow-up systematically. Learning management functions as the operational bridge between educational policy and classroom experience. Without effective management, deep learning may remain only a conceptual slogan and may fail to transform students' learning experiences. Ramadhan and Kusuma (2025) emphasize that learning management involves the coordination of goals, methods, media, strategies, and evaluation so that learning activities become more directed and effective.

Evaluation is also a central component of deep learning management. Conventional evaluation practices that focus only on academic scores are insufficient to capture reflective thinking, inquiry, collaboration, creativity, problem solving, and knowledge transfer. Deep learning requires authentic assessment, such as portfolios, reflective journals, project assessment, case-based tasks, concept mapping, self-assessment, observation, and analytic rubrics. Evaluation should not only measure learning outcomes but also provide feedback for teachers, students, and school managers in improving the learning process. Therefore, evaluating deep learning management requires a holistic framework that can examine not only student outcomes but also the conditions, resources, processes, and follow-up mechanisms that shape implementation.

Despite the growing attention to deep learning, several research gaps remain. First, many studies discuss deep learning mainly as a classroom strategy, while fewer studies examine it as a school-level management process involving planning, organizing, implementation, assessment, supervision, and evaluation. Second, previous discussions often emphasize learning outcomes, but pay less attention to the readiness of context, resources, teacher competence, facilities, and managerial support. Third, research on deep learning management in junior high schools in Ambon City remains limited, even though schools in this area face contextual challenges related to student literacy, heterogeneous learning abilities, resource availability, teacher readiness, and the transition from conventional to more active and reflective learning. These gaps indicate the need for a comprehensive evaluation of deep learning management at the school level.

The CIPP evaluation model, which consists of Context, Input, Process, and Product evaluation, is appropriate for this purpose because it evaluates educational programs holistically. Context evaluation examines needs, policies, environmental conditions, and program objectives. Input evaluation examines resources, strategies, facilities, teacher readiness, and planning. Process evaluation examines program implementation, learning activities, supervision, assessment, and follow-up. Product evaluation examines outcomes, impacts, and the extent to which program

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objectives are achieved (Stufflebeam & Shinkfield, 2007). Based on this framework, this study aims to evaluate deep learning management in junior high schools in Ambon City. The novelty of this study lies in its use of the CIPP model to evaluate deep learning not only as a pedagogical approach, but also as an integrated school management process. Thus, this study contributes to educational management literature by clarifying how school context, resources, implementation processes, and student outcomes interact in supporting or constraining deep learning.

METHOD

This study employed an evaluative qualitative approach using the Context, Input, Process, and Product (CIPP) evaluation model. The evaluative design was selected because the study aimed not only to describe the implementation of deep learning management, but also to assess its strengths, weaknesses, supporting factors, constraints, and areas for improvement. The qualitative approach enabled the researcher to explore principals' perspectives, teachers' experiences, classroom practices, managerial processes, and school documents in depth. The CIPP model was used as the evaluation framework because it allows educational programs to be examined holistically through four components: context, input, process, and product.

The research was conducted in three public junior high schools in Ambon City. The schools were selected purposively based on academic considerations. First, the schools had begun to introduce or implement deep learning practices in classroom activities and school programs. Second, the schools represented different institutional contexts in terms of learning resources, teacher readiness, school management practices, and student characteristics. Third, the schools provided relevant information for evaluating the relationship between policy direction, learning resources, classroom implementation, assessment practices, and student learning outcomes. The research participants consisted of 27 informants, including three principals, twenty-one teachers from various subjects, and three school management staff, such as vice principals for curriculum affairs or school development team members. Principals were included because they were responsible for planning and supervising learning management. Teachers were included because they directly implemented deep learning in classrooms. School management staff were included because they supported program planning, monitoring, documentation, and evaluation.

Data were collected through semi-structured interviews, classroom observations, and document analysis. Interviews were conducted to obtain information about policy direction, planning, implementation, assessment, professional development, supervision, and challenges in deep learning management. Observations were used to examine classroom interaction, learning strategies, student participation, use of learning resources, and assessment practices. Documentation was used to review learning plans, teaching modules, assessment instruments, supervision schedules, evaluation reports, and school policies. The main research instruments consisted of interview guidelines, classroom observation sheets, and document analysis checklists developed based on the CIPP components. Data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing or verification. Data credibility was strengthened through source triangulation, technique triangulation, and member checking with informants.

RESULT AND DISCUSSION

The results are presented according to the four components of the CIPP model: context, input, process, and product. This organization allows the evaluation to identify not only outcomes but also the environmental conditions, resources, managerial processes, and classroom practices that influence the effectiveness of deep learning management.

Table 1. Summary of CIPP Evaluation Findings

Component	Main findings	Improvement needs
Context	School visions and missions are generally aligned with deep learning principles. Principals view deep learning as a policy direction	Strengthen the translation of policy and vision into classroom routines, and reduce the gap between

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	that supports conceptual understanding, character building, collaboration, creativity, and contextual learning.	conceptual understanding and practical implementation.
Input	Teacher academic qualifications are generally adequate, support staff are available, and basic facilities such as classrooms, libraries, laboratories, digital resources, and learning media exist in different levels across schools.	Expand teacher training, improve equitable access to facilities and technology, and strengthen learning resources that support authentic, contextual, and project-based activities.
Process	Teachers have begun designing HOTS-oriented learning plans, using problem-based learning, project-based learning, inquiry, case discussion, reflection, portfolio assessment, analytic rubrics, and collaborative planning.	Improve consistency of implementation, reduce dependence on conventional teaching, provide mentoring after training, and address constraints such as limited time, low literacy, heterogeneous ability, and passive learning habits.
Product	Students show emerging improvements in critical thinking, independence, argumentation, collaboration, contextual problem solving, and classroom participation, although achievement varies across subjects and student groups.	Develop continuous assessment and feedback mechanisms to ensure that gains in critical thinking, reflective learning, and knowledge transfer become more evenly distributed.

Source: Research findings processed by the author.

Context evaluation

The context evaluation shows that schools in Ambon City have begun to align their visions and missions with the principles of deep learning. Principals generally understand that deep learning is relevant to the development of academically competent, character-based, creative, collaborative, reflective, and adaptive students. This alignment is important because the success of a learning innovation depends on whether the institutional vision supports the intended pedagogical transformation.

The findings also show that principals view deep learning as a strategic response to the current direction of education policy. School leaders consider deep learning relevant because it shifts the orientation of learning from content transmission to conceptual understanding, reasoning, creativity, collaboration, and character formation. However, the context evaluation also reveals that teacher understanding is not yet uniform. Some teachers already associate deep learning with active learning and authentic assessment, while others still understand it only as a general form of active learning without fully integrating the reflective, contextual, and constructive dimensions of the approach.

Another important context finding is the gap between conventional learning and deep learning. Conventional learning still tends to be teacher-centered, content-oriented, and focused on low-level cognitive achievement. In contrast, deep learning requires students to analyze, synthesize, evaluate, reflect, collaborate, and apply knowledge in real situations. The gap is not only theoretical but also visible in daily classroom practices, especially where teachers still prioritize the completion of material over the quality of student understanding.

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The context evaluation further indicates that infrastructure needs remain a critical concern. Although schools have basic facilities such as classrooms, libraries, presentation devices, and limited access to information technology, deep learning requires more flexible learning spaces, richer resources, learning media, and technological support that can facilitate exploration, collaboration, and project-based learning. Therefore, context readiness is considered adequate in direction but still requires strengthening in implementation support.

Input evaluation

The input evaluation indicates that teacher academic qualifications are generally adequate. Most teachers formally meet the academic standards required for teaching at the junior high school level. However, deep learning requires competencies that go beyond formal qualification. Teachers need the ability to design meaningful learning experiences, facilitate reflective discussions, construct challenging questions, manage problem-based and project-based learning, integrate technology, and use authentic assessment. Therefore, the main input issue is not the absence of teachers, but the need to strengthen their implementative and reflective competencies.

Support staff, including supervisors and administrative staff, are available and contribute to the implementation of learning management. Supervisors support academic guidance and quality assurance, while administrative staff support documentation, scheduling, and operational management. Nevertheless, their roles need to be integrated more strongly into the agenda of deep learning improvement. In a deep learning ecosystem, support staff should not only perform administrative functions but also help maintain an academic climate that supports innovation.

Facilities and learning resources are available in several forms, including classrooms, laboratories, libraries, digital resources, textbooks, modules, and online learning materials. However, their availability and utilization are not yet fully optimal. Deep learning requires resources that are contextual, interactive, problem-oriented, and capable of stimulating higher-order thinking. Teachers also need support in developing learning materials that include driving questions, exploratory tasks, reflection activities, and problem-based scenarios.

The evaluation of learning planning also shows that teachers have prepared learning modules or lesson plans and assessment instruments. However, from a deep learning perspective, these documents need to move beyond administrative compliance. Lesson plans should function as pedagogical instruments that guide meaningful learning, integrate reflection, encourage collaboration, and employ authentic assessment. Teacher training programs have been initiated, but coverage is not yet equal for all teachers and should be followed by mentoring after training.

Process evaluation

The process evaluation reveals that teachers have begun to understand deep learning as a process that enables students to build conceptual understanding rather than merely memorize information. Teachers describe deep learning as meaningful, contextual, reflective, problem-oriented, and connected to real life. They also recognize that the teacher role shifts from the sole source of information to facilitator, collaborator, innovator, and learning architect.

In lesson planning, teachers use different strategies to integrate deep learning principles. Some begin with syllabus analysis and learning outcomes, then formulate higher-order objectives. Others use diagnostic assessment to identify students prior knowledge and determine the starting point of instruction. Several teachers design differentiated activities for slow learners and gifted students. Others use contextual examples based on students cultural and social backgrounds in Ambon. These practices indicate that teachers are gradually moving toward student-centered and context-sensitive planning.

In classroom implementation, teachers use various learning strategies, including problem-based learning, project-based learning, inquiry learning, case-based discussion, guided discovery, task-based learning, role playing, environmental observation, and participatory mapping. These methods are consistent with the characteristics of deep learning because they encourage exploration, collaboration, reasoning, problem solving, and knowledge transfer. Interdisciplinary collaboration among teachers is also encouraged, particularly in designing projects that combine language, science, mathematics, social studies, religion, and civic education.

The process evaluation also identifies several challenges. Teachers report low student reading interest, limited instructional time for deep discussion, heterogeneous student abilities, passive learning habits, low motivation, weak

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abstract thinking, fear of making mistakes, large class size, limited contextual resources, and the persistence of memorization-oriented learning. These challenges show that the implementation of deep learning is not only a methodological issue but also a cultural, managerial, and resource-related issue.

Assessment practices show encouraging development. Teachers use observation sheets, reflective journals, analytic rubrics, portfolios, mind maps, case-based essay tests, presentations, open-ended tasks, project assessments, self-assessment, and causal diagrams. These instruments are more compatible with deep learning than conventional objective tests because they allow teachers to assess reasoning, argumentation, metacognition, collaboration, and transfer of knowledge. Teachers also follow up assessment results by providing feedback, remedial teaching, enrichment, revised tasks, different teaching strategies, and additional critical thinking exercises.

Product evaluation

The product evaluation indicates that students critical thinking ability has begun to develop, although the level of achievement varies among subjects and student groups. Some teachers report that students have started asking why and how questions, requesting evidence during discussion, analyzing local social and environmental problems, and presenting arguments with supporting data. Other teachers still find that students are able to complete procedural tasks but have difficulty analyzing problems that require logical reasoning and independent production of ideas.

The implementation of deep learning also produces positive changes in student participation and independence. Students who were previously passive have begun to express opinions, ask questions, search for information from books and the internet, and participate in project-based activities. In several subjects, students were reported to demonstrate improved argument writing, speaking ability, environmental awareness, problem analysis, and collaboration. These outcomes indicate that deep learning has the potential to strengthen cognitive, affective, and social competencies.

Nevertheless, the product evaluation also shows that outcomes are not yet evenly distributed. Some students remain dependent on teacher explanations, while others still struggle with abstract concepts, foreign language production, long reading texts, and critical evaluation. This variation suggests that deep learning requires continuous guidance, differentiated instruction, scaffolding, and repeated opportunities for reflection. The product component therefore supports the conclusion that deep learning management in Ambon City is promising but still needs systematic improvement.

CONCLUSION

This study evaluated deep learning management in junior high schools in Ambon City using the CIPP model. The findings show that deep learning has begun to develop as a school-level learning management agenda, but its implementation has not yet become fully systematic, consistent, and evenly distributed. The context component indicates that school visions and missions generally support the principles of deep learning, although the translation of these principles into classroom routines still requires strengthening. The input component shows that teachers, support staff, facilities, learning resources, and training programs are available, but they need to be improved in terms of quality, equity, and relevance to authentic, contextual, and reflective learning.

The process component indicates that teachers have begun to use strategies such as problem-based learning, project-based learning, inquiry, reflection, portfolio assessment, and analytic rubrics. However, the implementation is still constrained by limited time, low student literacy, heterogeneous student abilities, passive learning habits, large class size, and inconsistent use of learning resources. The product component shows emerging improvements in students' critical thinking, independence, collaboration, argumentation, contextual problem solving, and classroom participation, although these outcomes vary across subjects and student groups.

The contribution of this study lies in its evaluation of deep learning as an integrated management process rather than merely as a classroom teaching strategy. Theoretically, this study strengthens the use of the CIPP model for evaluating pedagogical innovation by showing how context, input, process, and product components interact in shaping the success of deep learning. Practically, the study provides a framework for schools and education authorities

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to improve deep learning through clearer policy translation, continuous teacher professional development, instructional supervision, authentic assessment training, facility optimization, contextual learning resources, and participatory evaluation. Future studies may expand the evaluation to more schools, compare public and private school contexts, and examine the relationship between deep learning management and measurable student learning outcomes.

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