

HISTORY TEACHERS' PERCEPTIONS OF DEEP LEARNING APPROACHES: A CASE STUDY OF HISTORY LEARNING AT SMA NEGERI 3 PAMEKASAN

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ABSTRACT

This study aims to examine the perception of history teachers towards *the deep learning approach* in history learning at SMA Negeri 3 Pamekasan and analyze the suitability between teachers' perceptions and classroom learning practices. This study uses a qualitative approach with a case study design. Research data was obtained through interviews, learning observations, and document analysis in the form of teaching modules. Data analysis is carried out through the stages of data condensation, data presentation, and conclusion drawing and verification, while the validity of the data is tested through triangulation techniques. The results of the study show that history teachers have a positive perception of *the deep learning approach*. Teachers view history learning not only as a process of mastering facts, figures, and chronology of events, but as a process that encourages learning awareness, meaningful understanding, and fun learning experiences through the principles of mindful learning, meaningful learning, and joyful learning. This perception has been reflected in the planning and implementation of learning through the use of collaborative strategies, learning media, contextual activities, and reflection activities. However, the implementation of *deep learning* is still in the development stage because learning is more oriented towards increasing student involvement than developing historical thinking skills in depth. This research shows that teachers' positive perceptions are an important foundation in the application of *deep learning*, but strengthening pedagogical competence is needed so that history learning is able to develop students' analytical skills, interpretation, and critical reflection.

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INTRODUCTION

The paradigm of history learning in schools today is required to transform, leaving conventional learning methods that are stuck on memorization, chronology, character names, and years. According to Martha *et al.*, (2023) History learning should be directed so that students can understand historical meaning, analyze the cause-and-effect relationship in an event, and relate past experiences with various problems of today's life. The direction of learning is essential, because history does not only serve as a source of knowledge about the past, but as a means to build students' historical awareness,

character, and critical thinking skills. Through contextual history learning, students can understand the various phenomena that occurred and connect past events as well as the realities of current life. However, the practice of learning history in schools still faces various challenges. According to Saepurrohman & Pitaloka (2025) One of them is the dominance of mastery of facts and chronology which emphasizes the memorization aspect rather than the development of students' interpretation and historical reasoning skills.

This condition shows the need for a paradigm shift in history learning towards an approach that is able to encourage students to build understanding conceptually, applicative, and reflectively. One of the approaches relevant to these demands is *deep learning*. According to Kemendikdasmen (2025) Deep learning approach is a learning approach that places students as active subjects in building deep understanding through meaningful learning experiences. This approach encourages students to not only receive information, but also to process, connect, and reflect on knowledge gained in a variety of learning contexts. In the study of history, the *deep learning* It is relevant because it is able to direct students not only to know historical facts, but also to understand the meaning contained in an event and its relationship to various problems in today's life. Afwan *et al.*, (2025) explains that the implementation *deep learning* in learning history has the potential to increase students' understanding in a more in-depth way. This approach encourages students to develop critical thinking skills as well as relate historical material to real-life contexts.

Deep learning approach placing students as active subjects who play a role in building understanding through a conscious, meaningful, and enjoyable learning experience (Hidayat, 2026). This approach emphasizes student involvement in the learning process so that the knowledge gained is not only informative, but also understood and constructed through relevant learning experiences. In addition, this approach is not only oriented towards achieving cognitive learning outcomes, but also encourages student engagement in connecting new knowledge with previous experiences. Through this process, students are directed to reflect on learning experiences and apply the understanding gained in various life contexts. Feriyanto & Anjariyah (2024) explains that the *deep learning* is supported by three main principles, namely *meaningful learning*, *mindful learning*, and *joyful learning*. These three principles together play a role in increasing student engagement, strengthening conceptual understanding, and encouraging creativity and motivation to learn.

In learning history, these three principals have strong relevance because the characteristics of historical material not only require the ability to remember facts, but also require the ability to understand values, interpret events, and connect past experiences with various problems of today's life. *Meaningful learning* allows students to relate historical concepts to the experiences and social realities around them. Meanwhile, *mindful learning* encourages students' awareness of learning goals and processes, while *joyful learning* creates a learning environment that supports emotional engagement and increases student motivation. According to Ramadhanti *et al.* (2026) Successful implementation of the approach *deep learning* It is not only determined by curriculum policies or learning design, but is influenced by teachers' understanding of the concept. The way teachers provide pedagogical interpretations and translate them into classroom learning practices is an important factor in determining the effectiveness of its implementation.

Several previous studies have examined *deep learning approaches* in educational contexts through various perspectives. Andayanie *et al.* (2025) shows that *deep learning* approaches can be applied through a variety of learning strategies, such as personalized learning, project-based learning, game-based learning, and community engagement. These various strategies contribute to increasing student involvement, critical thinking skills, and intrinsic motivation in the learning process. The research provides an overview that *deep learning* has the potential to create a more adaptive, reflective, and student-oriented learning experience. However, the study is still conceptual with the scope of education in general so it has not yet elaborated in depth how the *deep learning* approach is understood and applied by teachers in the context of subjects, especially in history learning. In addition, the study also identified various challenges in the implementation of *deep learning*, such as educator readiness, limited technological infrastructure, and incompatibility of conventional assessment systems with the characteristics of the learning approach. The findings show that the success of *deep learning* implementation does not only depend on the excellence of learning concepts, but is also influenced by teachers' ability to understand the principles of the approach and apply them in learning practices. The application needs to be adjusted to the characteristics of the subject and the conditions of the school environment so that it can run effectively.

Research results Nuriana & Hotimah (2023) shows that the implementation of *meaningful learning* History learning has an important role because history material not only serves as a source of knowledge about the past, but also contains values that can help students understand various life problems, make decisions, and build attitudes and character.

However, the research still focuses on the conceptual study of the application of *meaningful learning* Based on learning theory Ausubel (1968) and has not specifically discussed how the principles of meaningful learning are implemented through the *deep learning* in the practice of history learning at the secondary school level. In addition, Siregar *et al.* (2026) shows that the *deep learning* in history learning in high school has the potential to improve students' historical thinking skills, learning participation, and problem-solving skills. However, the study still uses a literature study approach so it does not provide an empirical picture of how teachers understand, interpret, and apply the approach *deep learning* in real classroom learning situations.

Zandini & Ahmad (2026) through his case study, he found that the implementation of the *deep learning* In history learning, it can be done through learning planning based on *higher order thinking skills*, the selection of contextual materials, the application of active learning models, and the use of authentic assessments. However, the study emphasizes more on the aspect of learning implementation in general and has not specifically examined the relationship between teachers' perceptions of *deep learning* with learning practices that take place in the classroom. In addition, the existence of challenges in the form of differences in students' critical thinking skills and the process of teacher adaptation to new approaches show that teachers' understanding and readiness are important aspects that need to be studied more deeply in implementation *deep learning* in the learning of history.

Research on learning approaches from a perception perspective also shows that the understanding and readiness of educational actors is an important aspect that affects the successful implementation of learning innovations. Rahayuningsih & Hanif (2024) shows that the implementation of the Independent Curriculum is not only influenced by the policies implemented, but also by the perception of teachers and students on various aspects, such as learning flexibility, material relevance, resource support, and the availability of training for teachers. The findings confirm that teacher perceptions have an important role in determining how a new approach is accepted, understood, and applied in learning practice. However, the research is still in the context of curriculum implementation in general and has not specifically discussed teachers' perceptions of the approach *deep learning* in certain subjects.

In the context of learning history, Mere (2025) found that teachers have a positive perception of the approach *deep learning* Because this approach is considered to be able to increase deep understanding, critical thinking skills, and the relationship between learning materials and students' daily lives. Although it makes an important contribution to the understanding of teachers' acceptance of *deep learning*, the study uses a literature review approach so that it does not describe the empirical experience of teachers in understanding, applying, and reflecting on this approach directly in history learning. In addition, findings regarding the limitations of technical understanding, lack of training, and the lack of optimal use of technology and character strengthening show that positive perceptions of *deep learning* is not in line with the readiness of its implementation in learning. Therefore, research is needed to examine more deeply how the perception of history teachers is formed and how these perceptions are reflected in the practice of history learning in schools.

Based on the study of the previous research, there are still several research gaps that need to be studied further. Most previous research on *deep learning* in education has focused on conceptual aspects, literature reviews, or general implementation overviews. The study has not fully explained how *the deep learning approach* is understood and applied by teachers in the context of history learning in schools. Research that has discussed the implementation of *deep learning* in history learning also highlights more about learning strategies, planning, and implementation outcomes. However, the study has not in-depth revealed how the perception of teachers as the main actor affects the process of translating *deep learning* concepts into learning practices. In addition, the study of teachers' perceptions of *deep learning* is still limited to general perception data and has not integrated many empirical data sources, such as interviews with teachers, observation of learning processes, and analysis of learning documents. The use of these various data sources is needed to obtain a more comprehensive picture of the understanding and implementation of *deep learning* in history learning.

METHOD

This study uses a qualitative approach with a case study design. This approach was chosen because the research focuses on understanding in depth the perception of history teachers towards the approach *deep learning* in history learning at SMA Negeri 3 Pamekasan. Case studies are used to examine phenomena contextually based on teachers' experiences, classroom learning practices, and learning planning documents used. According to Yin (2017), a case study is a research strategy used to examine a phenomenon in depth in a real-life context, especially when the boundaries between the phenomenon being studied and its context are inseparable.

This research was carried out at SMA Negeri 3 Pamekasan from February 2 to February 14, 2026. The selection of the research location is based on several considerations. First, SMA Negeri 3 Pamekasan is a school that has begun to implement an in-depth learning approach in the learning process, especially through the integration of the principles of *mindful learning*, *meaningful learning*, and *joyful learning* in learning planning. This can be seen from the teaching module document used by history teachers which has contained learning objectives, contextual learning activities, the use of active learning strategies, and reflection activities. Second, the school has history teachers who are relevant to the research focus because it has implemented a variety of learning strategies that support students' active engagement. Third, the selection of location also considers the accessibility of researchers to the research field so that the data collection process can be carried out directly and in-depth.

The research informants were selected using the *purposive sampling*. According to Sugiyono (2013), *purposive sampling* is a way of determining the sample with various considerations made by the researcher. Based on information from the school, there are three history teachers at SMA Negeri 3 Pamekasan. However, this study involved one history teacher as the main informant who was selected based on the recommendations of the Principal and Vice Principal for Curriculum. The selection of the informant is based on the consideration that the teacher has experience and direct involvement in the implementation of history learning in accordance with the focus of the research, namely the application of the *deep learning*. In the presentation of research data, informants are given the code G3 and use the pseudonym Dinda to maintain the confidentiality of the informant's identity in accordance with the principles of research ethics (Subedi, 2025).

Research data was obtained through three data collection techniques, namely interviews, observations, and documentation. Data collection was carried out on Thursday, February 12, 2026. Interviews were conducted with G3/Dinda informants to explore the perception of history teachers regarding the *deep learning* approach, including understanding the principles of *mindful learning*, *meaningful learning*, and *joyful learning*. Observations were carried out once in history learning meetings to see the compatibility between teachers' perceptions and learning practices in the classroom. The aspects observed included preliminary activities, core activities, teacher-student interaction, use of learning media, learning strategies, and reflection activities. Documentation is carried out through the analysis of teaching modules used by teachers to see the suitability between learning planning and the implementation of *deep learning* approaches.

The main instrument in this study is the researcher himself with the help of interview guidelines, observation sheets, and document review sheets. The interview guidelines were prepared based on the research focus on the perception of history teachers towards the *deep learning* approach. Observation sheets are used to record learning activities that show elements of *mindful learning*, *meaningful learning*, and *joyful learning*. Meanwhile, document review is carried out on the teaching modules to identify learning objectives, materials, media, strategies, stages of learning activities, and forms of reflection designed by teachers.

Data analysis was carried out qualitatively using an analysis model Miles & Huberman (2014), which includes data condensation, data presentation, and conclusion drawing and verification. At the data condensation stage, the interview data is first transcribed and read repeatedly to gain a comprehensive understanding of the information provided by the informant. Furthermore, the interview transcript is compiled in verbatim form, then the process of coding statements related to the focus of the research is carried out. Codes that have similar meanings are then grouped into categories and developed into research themes.

At the data presentation stage, the results of the coding process are compiled in the form of coding tables, codebooks, and thematic descriptions. The presentation of data was carried out based on the main theme of the research, namely teachers' perceptions of the *deep learning* approach, the meaning of the principles of *mindful learning*, *meaningful learning*, and *joyful learning*, learning strategies, implementation constraints, and the impact of the application of these approaches in history learning. The conclusion and verification stage is carried out by comparing and connecting the results of interviews, learning observations, and teaching module documentation. The process is carried out to find out the suitability and difference between teachers' perceptions, learning practices that take place in the classroom, and the learning plans that have been prepared. Through the analysis process, the research obtained a more complete picture of the perception of history teachers towards the *deep learning* approach in history learning at SMA Negeri 3 Pamekasan.

The validity of the data in this study was carried out through triangulation techniques, namely comparing data obtained through interviews, observations, and documentation. Interviews are used as the primary source to understand teachers' perceptions, while observations and documentation are used as supporting data to see the alignment between

teachers' understanding, learning practices, and learning planning. With this triangulation, the results of the study do not only rely on the statements of the informant, but are strengthened through empirical evidence from various data sources.

RESULT AND DISCUSSION

The results of the study showed that the informants of history teachers who were the subjects of the research at SMA Negeri 3 Pamekasan had a positive perception of *the deep learning approach* in history learning. This perception can be seen from the teacher's understanding that history learning is not only oriented to mastering facts, figures, and chronology of past events, but also to understanding concepts, the relationship of the material to students' lives, and the formation of learning awareness. Teachers view that history learning needs to be directed so that students are able to understand the meaning of a historical event and connect it with the context of current life. This understanding shows that teachers are beginning to see history learning as a process of building understanding, not just the delivery of historical information. This view is reflected in Dinda's statement that *the deep learning approach* in history learning "emphasizes more on understanding the concept of history". The statement shows that teachers interpret *deep learning* as an approach that helps students understand the meaning behind the historical material they are learning. This finding is strengthened through the analysis of teaching modules that show that there is a learning plan that directs students to develop critical thinking skills, connect material with real life, and reflect on the learning process.

The teacher's understanding shows a change in the perspective of history learning, namely from learning that is oriented towards mastering information to learning that emphasizes understanding and meaning of an event. In history learning, mastery of facts such as character names, time, and sequence of events remains an important part, but not enough to build a student's historical understanding. Approach *deep learning* directs the learning process on students' ability to understand cause-and-effect relationships, interpret the meaning of an event, and connect the knowledge gained with the context of their lives. This view is in line with the concept *deep learning* submitted by Martom & Saljo (1976), that deep learning occurs when students try to understand the meaning of the information learned, not just remembering information on the surface. In the context of this research, Dinda's understanding of the importance of understanding the concept of history shows that teachers begin to direct history learning to the process of constructing meaning, so that students not only know what happened in history, but also understand why an event happened and how it is relevant to life today.

This interpretation also shows that teachers understand history learning as a process that needs to develop students' critical thinking skills. Hattie (2008) explains that deep learning is related to students' ability to build complex understandings, reflect, and connect various concepts in the learning process. Meanwhile, Fullan & Langworthy (2014) emphasizing that deep learning does not stop at the mastery of knowledge, but encourages students to use this knowledge in solving problems and understanding the real-life context. The findings of this study are in line with Pangarungan & Bahri (2026) which explains that history learning needs to help students understand the meaning behind an event so that historical knowledge does not stop at the memorization aspect, but can be used to understand present and future life. Thus, the perception of history teachers at SMA Negeri 3 Pamekasan shows that the *deep learning* has been understood as a change in the orientation of history learning towards a more contextual, reflective, and centered learning process on the development of student understanding.

The teacher's understanding of the *deep learning approach* is then reflected in the meaning of the principle of *mindful learning* as an effort to build student awareness in the history learning process. Teachers view that students need to understand the reasons and objectives of the material studied, so that learning history not only produces the ability to remember information, but also awareness about the benefits of studying a historical event. This view can be seen from Dinda's statement that "students must be aware of why they study the material". The statement shows that teachers place learning awareness as an important part of history learning, as understanding learning objectives can help students relate the material to their needs and experiences. Thus, *mindful learning* is understood by teachers not only as an activity to prepare students before learning begins, but as an effort to build students' conscious involvement during the learning process.

This meaning shows that teachers have understood one of the main characteristics of deep learning, namely the conscious involvement of students in the process of building knowledge. Kemendikdasmen (2025) explains that *mindful learning* emphasizing students' awareness of the learning process, including understanding learning objectives, managing attention, and connecting new knowledge with existing experiences. In this study, the application of these principles can be seen through teachers' efforts to build learning readiness through perceptual activities, delivery of learning objectives, and the provision of triggering questions before entering the core material. Langer (2016) It also explains that conscious

learning is related to the ability of individuals to be open to new information and understand a phenomenon from various perspectives. In the context of learning history, this principle has an important meaning because students are not only required to understand historical facts, but also to be able to interpret the meaning of an event based on a broader context. These findings show that teachers have begun to apply the *mindful learning* by directing students to be more prepared and aware of the learning process carried out.

The results of the study show that the implementation of *mindful learning* in history learning, it is still in the development stage and has not fully reached a deeper aspect of learning awareness. The learning practices carried out by teachers have been able to build students' learning readiness, but have not optimally encouraged reflection on the thought process and personal meaning of the historical material studied. Teacher-given questions are still more used to explore initial understanding and connect previous material with new material, while activities that encourage students to evaluate ways of thinking, question different historical perspectives, or reflect on the meaning of an event still need to be strengthened. These findings are in line with Ariyanti *et al.* (2026) which states that history learning needs to be directed not only at mastering the facts of the past, but also at students' ability to understand meaning, interpret events, and relate them to present life. In addition, the findings show that students' involvement in the process of interpretation and reflection is an important aspect so that history learning does not stop at the understanding of information, but develops into a process of forming historical awareness. The findings of this study show that teachers have an understanding that is in accordance with the direction of deep learning, although the development of reflection strategies and high-level thinking activities is still needed so that students' learning awareness can develop more optimally.

In addition to building learning awareness, teachers' perceptions of *the deep learning approach* can also be seen from the meaning of the principle of *meaningful learning* in history learning. Teachers view that learning history will be more meaningful if students are able to understand the relationship between past events and the lives they are living today. History is not positioned only as a collection of information about characters, times, and events, but as a source of learning that can help students understand various life problems. This understanding shows that teachers see history learning as a process of building historical awareness, namely the ability to understand the relationship between human experience in the past, current conditions of society, and learning that can be used to face the future. This view is reflected in Dinda's explanation that history material needs to be associated with students' daily lives so that they understand the reason for studying an event. Thus, teachers interpret *meaningful learning* as an effort to make historical knowledge have personal and social relevance for students, not just academic knowledge that must be remembered.

The meaning of the teacher is in line with the concept *meaningful learning* in the approach *deep learning* which emphasizes that learning becomes meaningful when students are able to relate new knowledge to real-life experiences, contexts, and situations. Kemendikdasmen (2025) explains that meaningful learning encourages students to apply learning outcomes in daily life, while Fullan *et al.*, (2018) Explains that meaningful learning is related to students' ability to develop more complex competencies through the process of understanding, applying, and creating knowledge. In the context of history learning, the meaning of learning is not only determined by the students' ability to remember past facts, but also by their ability to understand cause-and-effect relationships, interpret the meaning of events, and connect historical experiences with the realities of life. The findings of this study are in line with Pangarungan & Bahri (2026) which emphasizes that learning history needs to help students understand the meaning behind an event so that historical knowledge does not stop at the memorization aspect, but can be used to understand current and future life. This shows that the relationship of history material with students' experiences and life environment is an important aspect in creating meaningful learning. Through these relationships, students not only understand history as information about the past, but are also able to see its relevance to current social life. Learning history that is linked to real context allows students to see that history has relevance to their social life, not just as knowledge of the past. Thus, the perception of history teachers at SMA Negeri 3 Pamekasan shows that history learning has been directed towards the process of forming a more contextual understanding, although strengthening the activities of historical source analysis, evidence interpretation, and historical argumentation are still needed so that meaningful learning can be understood in depth.

Teachers' perceptions of the *deep learning approach* are also reflected in the understanding of the importance of creating a fun learning atmosphere through the principle of *joyful learning*. Teachers view that history learning needs to be developed into a more interesting learning experience because history subjects are often perceived by students as learning that is synonymous with memorizing facts, character names, and the sequence of events. Therefore, teachers strive to build a more positive learning atmosphere through various learning strategies that involve direct student activities. Dinda explained that *joyful learning* "emphasizes more on the pleasure of learning". The statement shows that

teachers understand the emotional aspect of learning as an important part of increasing student engagement. This understanding is reflected through the use of cooperative learning models such as *Teams Games Tournament* (TGT), Jigsaw, and *Numbered Heads Together* (NHT), as well as the use of learning media, group discussions, interactive quizzes, and reflection activities. The strategy shows that teachers not only try to convey historical material, but also create learning conditions that allow students to interact more actively during the learning process.

Application *joyful learning* It shows that teachers have understood the importance of building a learning environment that supports student engagement in history learning. In the approach *deep learning*, a pleasant learning atmosphere serves as a condition that allows students to be more open to receiving information, participating in learning activities, and actively building learning experiences. Kemendikdasmen (2025) explains that *joyful learning* It is not only concerned with creating a pleasant atmosphere, but also building a positive learning experience so that students feel comfortable and encouraged to engage in the learning process. This is in line with the view Bruner (1966) which emphasizes that students will be more effective in learning when they are actively involved in discovering and building knowledge through learning experiences. In the context of this study, the use of collaborative activities, learning media, and classroom interaction shows that teachers have sought to transform history learning into a more participatory process. The findings are also reinforced by the view that Armstrong (2017) that a positive learning environment can help students develop their potential because a comfortable emotional atmosphere supports their readiness to participate in learning.

Nevertheless, the results of the study show that the application of *joyful learning* still have limitations in achieving deep learning characteristics. A fun learning atmosphere is indeed able to increase students' enthusiasm and involvement, but it is not always directed to develop more complex historical thinking skills. Activities such as games, quizzes, group discussions, and the use of learning media still function more as strategies to increase student participation than as a means to encourage the analysis of historical sources, evaluation of evidence, preparation of arguments, and interpretation of various historical perspectives. These findings are in line with Septiana *et al.* (2025) which states that 21st century learning needs to be directed at the development of critical, reflective, and active involvement of students in building an understanding of the material learned. This shows that fun learning needs to be combined with challenging cognitive activities so that students not only feel comfortable and active in participating in learning, but also able to develop a deeper understanding through the process of thinking, problem solving, and reflection on the material studied. Thus, *joyful learning* History learning needs to be understood not only as an effort to create a pleasant classroom atmosphere, but as a learning condition that supports students to actively think, discuss, and build a deeper historical understanding.

The results of triangulation between interviews, observations, and documentation show that the perception of history teachers at SMA Negeri 3 Pamekasan towards the *deep learning* approach has developed positively. Teachers have understood that it is not enough to learn history only to be oriented to convey information and master of facts, but need to be directed to the process of building learning awareness, meaningful understanding, and a fun learning experience for students. This understanding is reflected in teachers' efforts to integrate elements of *mindful learning*, *meaningful learning*, and *joyful learning* in learning, both through the planning of teaching modules and learning strategies used in the classroom. However, the results of the study also show that the application of the *deep learning* approach has not fully achieved the characteristics of deep learning optimally. The practice of learning that takes place is still more dominant in increasing student involvement and participation than developing high-level historical thinking skills, such as analyzing historical sources, evaluating evidence, building arguments, and reflecting on the meaning of a historical event. These findings show that there is a correlation between teachers' understanding of the concept of *deep learning* and the direction of learning changes carried out, but the process of translating these concepts into more complex learning activities still needs strengthening.

The gap between teacher perception and learning implementation shows that the implementation of *deep learning* It is a pedagogical transformation process that requires time and continuous competency development. Teachers' understanding of the concept of deep learning is an important starting point, but it does not automatically result in fully immersive learning practices. Fullan & Langworthy (2014) explains that deep learning requires a shift from simply imparting knowledge to learning that allows students to use knowledge to create new understandings and solve problems in a real context. Therefore, strengthening the implementation *deep learning* In history learning, it needs to be directed at developing learning strategies that not only increase student involvement, but also encourage historical interpretation, analysis, and reflection skills. In the context of this study, teachers have shown readiness to implement a more student-centered learning paradigm, but still need reinforcement in designing analytical questions, developing discussions based on historical sources, and creating reflective activities that are able to encourage students to build a deeper understanding

of history. Thus, this study shows that teachers' positive perceptions are an important foundation for implementation *deep learning*, while the success of its application depends heavily on the ability to connect teachers' conceptual understanding with pedagogical practices that are able to produce a more critical, reflective, and meaningful history learning experience.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that history teachers at SMA Negeri 3 Pamekasan have a positive perception of the deep learning approach in history learning. Teachers view that history learning is not only oriented to mastering facts and memorization, but needs to be directed to understanding concepts, building learning awareness, linking materials to students' lives, and creating meaningful and enjoyable learning experiences. This perception is reflected in the teacher's understanding of the principles of mindful learning, meaningful learning, and joyful learning as an important part of learning more in-depth history. This research also shows that positive perceptions of teachers have begun to be applied in the planning and implementation of learning through the preparation of teaching modules, the use of active learning strategies, the use of learning media, and reflection activities. However, the implementation of the deep learning approach is still in the development stage because learning is more oriented towards increasing student involvement than the development of historical thinking skills in depth, such as analysis of historical sources, formulation of arguments, evaluation of perspectives, and critical reflection. These findings show that strengthening teachers' pedagogical competence is still needed so that the deep learning approach not only produces active and enjoyable learning, but is also able to develop critical thinking skills and historical meaning.

The implications of this study show the importance of the support of various parties in strengthening the implementation of deep learning in history learning. Teachers need to develop learning activities that encourage interpretation, reflection, and historical argumentation, while schools and teachers' professional communities such as MGMP can support through competency development, discussion of learning practices, and assistance in the preparation of learning tools. This study has limitations because it only involves one main informant in one school with learning observations carried out in one meeting. Therefore, further research is recommended to involve more schools and informants and examine the implementation of deep learning from various perspectives to obtain a more comprehensive picture.

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