

PEDAGOGICAL TRANSFORMATION IN PANCASILA EDUCATION: A CRITICAL ANALYSIS OF DEEP LEARNING IMPLEMENTATION IN THE INTERNALIZATION OF PANCASILA VALUES AT SDN 04 BENUA KAYONG

Martina^{1a*}, Siswandi^{2a}

^{1,2}Department of Social Sciences, Faculty of Social Sciences and Humanities, Universitas PGRI Pontianak, Jl. Ampera No. 88, Pontianak, West Kalimantan, 78116, Indonesia

^aE-mail: martina17@guru.sd.belajar.id

^bE-mail: eksisberkah@gmail.com

(*) Corresponding Author

martina17@guru.sd.belajar.id

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ABSTRACT

Indonesia's educational reform through the Kurikulum Merdeka has encouraged the adoption of Deep Learning principles in classroom practice, particularly through the pedagogical triad of Mindful, Meaningful, and Joyful Learning. These three dimensions are expected to support not only students' active participation but also deeper understanding, reflective thinking, and meaningful learning experiences. This study aims to analyze the implementation of Mindful, Meaningful, and Joyful Learning in Pancasila Education and to identify the challenges encountered in its classroom implementation. This study employed a qualitative single instrumental case study at SDN 04 Benua Kayong, Ketapang Regency. The participants consisted of one Grade 2 teacher and 25 students. Data were collected through classroom observations, interviews, and document analysis, focusing on observable learning practices and assessment processes. The data were analyzed descriptively to identify patterns related to the implementation of the three dimensions of Deep Learning. The findings revealed three main patterns. First, Joyful Learning was successfully implemented and contributed to increased student engagement and active participation. Second, the implementation of Mindful and Meaningful Learning remained limited, as learning activities tended to emphasize students' physical involvement rather than cognitive depth, reflection, and higher-order thinking. Third, assessment practices remained vulnerable to subjective bias, particularly the Halo Effect, potentially affecting assessment validity and objectivity. The findings indicate that the implementation of Deep Learning in Pancasila Education requires stronger cognitive scaffolding and reflective learning strategies, including the use of Socratic dialogue, to facilitate deeper thinking and meaningful learning. However, because this study employed a single-case design, the findings are context-specific to SDN 04 Benua Kayong and should not be generalized to all elementary school settings.

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INTRODUCTION

The 2022 Programme for International Student Assessment (PISA) report indicated that Indonesian students' achievements remain below the OECD average, with scores of 366 in mathematics, 359 in reading literacy, and 383 in science. While these national figures underscore systemic challenges in achieving conceptual understanding, they should be understood as a macro-level indication of the broader learning challenges faced by Indonesian education rather than as direct evidence of classroom dynamics at SDN 04 Benua Kayong. These findings indicate a gap in academic performance and raise concerns about the persistence of learning approaches that emphasize factual memorization rather than conceptual understanding and the development of Higher-Order Thinking Skills (HOTS) (Alfaruqi & Nurwahidah, 2025; Rahmadayanti & Hartoyo, 2022). Consequently, this issue is highly significant because it affects students' cognitive and adaptive capacities in responding to the demands of the twenty-first century. The learning challenge, however, is not limited to literacy, numeracy, and general academic achievement but also extends to subjects that are specifically oriented toward the development of values and citizenship. In Pancasila Education, learning is expected not merely to transmit normative concepts but also to facilitate students' reflective understanding, moral reasoning, and the internalization of civic values. Historically, civic education in Indonesia has often been reduced to the transmission of normative knowledge with an indoctrinative orientation. Consequently, a gap emerges among the dimensions of moral knowing, moral feeling, and moral action proposed by Lickona (1991), which remains relevant to contemporary Indonesian educational contexts (Rosni, 2021; Susanti, 2022). Students may be able to memorize Pancasila values at the cognitive level; however, the internalization of these values into ethical behavior, empathy, and social responsibility in everyday life remains a pedagogical challenge. This condition reflects not merely a gap in learning outcomes but also a deeper pedagogical and epistemological problem in connecting knowledge of civic values with their meaningful application in students' lives.

The persistence of these challenges has encouraged policy-level responses aimed at transforming learning practices in Indonesia. Within the framework of the Merdeka Curriculum, teachers are granted greater autonomy to design contextually relevant learning experiences. However, without substantial pedagogical transformation, curriculum reform risks being reduced to mere administrative formalities (Turasmi et al., 2025). In response to this broader learning challenge, the Indonesian government, through the Kementerian Pendidikan Dasar dan Menengah, has initiated the Deep Learning approach as a pedagogical reform strategy. This policy, promoted by Abdul Mu'ti, is planned for broader implementation in the 2026/2027 academic year, with an initial focus on strengthening teacher capacity. The emergence of this policy response reflects the need to move beyond content-oriented learning toward approaches that can strengthen students' conceptual understanding, critical thinking, character, and active engagement.

The Deep Learning approach provides a theoretical and pedagogical response to these challenges by emphasizing learning that is cognitively deep, relevant to students' lives, and emotionally engaging. Conceptually, this approach shifts the learning orientation from static content mastery toward the development of six global twenty-first century competencies (6Cs): Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking (Fullan et al., 2018). In the Indonesian, these competencies are operationalized through three interconnected pedagogical principles: Mindful Learning, Meaningful Learning, and Joyful Learning (Wisnu Warnia WR et al., 2026). For Pancasila Education, the relevance of these principles lies in their potential to connect abstract civic values with students' everyday experiences while encouraging reflection, moral reasoning, active participation, and the development of higher-order thinking. From the perspective of Deep Learning, effective learning should therefore not be limited to the acquisition of factual knowledge but should foster character formation, critical thinking, communication, collaboration, creativity, and citizenship.

The effectiveness of this theoretical approach, however, depends on how its principles are translated into actual instructional practices. Drawing on Vygotsky's concept of the Zone of Proximal Development and the fundamental scaffolding framework established by Wood et al., (1976), effective learning requires systematic instructional support to enable students to develop higher-order thinking and independent moral reasoning gradually. This is particularly important because active classroom participation does not necessarily indicate cognitive depth. Furthermore, empirical studies indicate that key obstacles to pedagogical transformation include rigid curricula, the inertia of traditional pedagogical paradigms, limited infrastructure, and unequal teacher competencies, particularly in

semi-urban and rural areas (Fatiha, 2025; Iriawan et al., 2025; Mukhoyaroh et al., 2025). The phenomenon of the *activity trap*, in which students' physical engagement in classroom activities may be misinterpreted as evidence of deep cognitive processing, represents an important challenge to the meaningful implementation of Deep Learning (Furbani et al., 2025). Thus, the presence of joyful and active classroom activities alone cannot be assumed to demonstrate the successful implementation of Mindful and Meaningful Learning.

These challenges indicate a need for empirical examination of how Deep Learning principles are enacted within specific classroom contexts, particularly in value-based education. Previous studies on Deep Learning have primarily emphasized curriculum implementation and student engagement, while studies on Pancasila Education have largely focused on value transmission and character formation. Limited attention has been given to the pedagogical mechanisms through which Mindful, Meaningful, and Joyful Learning are integrated into Pancasila Education and how these mechanisms support the internalization of civic values in actual classroom settings. This gap is important because the implementation of Deep Learning may produce an imbalance among its three dimensions, in which joyful physical participation is more visible than mindful reflection and meaningful cognitive engagement. Assessment practices may also present challenges, particularly when teachers evaluate students' character and behavior through subjective judgments that are vulnerable to the Halo Effect.

Against this background, the present study focuses on the implementation of Deep Learning in Grade 2 Pancasila Education at SDN 04 Benua Kayong, Ketapang Regency. The study employs a single instrumental case study to obtain an in-depth understanding of how the three principles of Mindful, Meaningful, and Joyful Learning are enacted within a specific classroom context. Rather than seeking broad statistical generalization, the case is used as an analytical setting for examining the pedagogical processes, challenges, and assessment practices associated with Deep Learning. The analysis focuses on three interconnected domains: instructional planning, classroom implementation, and learning evaluation. Accordingly, the study addresses three research questions: (1) How is Deep Learning integrated into the planning of Pancasila Education? (2) How is Deep Learning implemented in classroom practices? and (3) How is learning evaluation conducted to assess the internalization of Pancasila values?

The study contributes to the existing literature in three ways. Theoretically, it extends the discussion of Deep Learning by examining the relationship and potential imbalance among Mindful, Meaningful, and Joyful Learning in value-based education and by relating these dimensions to the internalization of Pancasila values. Empirically, it identifies the emergence of an activity trap, in which students' physical engagement may be interpreted as evidence of cognitive depth, and examines the vulnerability of character assessment to the Halo Effect, which may compromise the validity of evaluative judgments. Methodologically, the use of a single instrumental case study provides a fine-grained examination of classroom practices that may be overlooked in broader survey-based studies.

The problem examined in this study is therefore multidimensional, encompassing epistemological, pedagogical, and structural dimensions. Epistemologically, it concerns teachers' and students' understanding of Deep Learning and its three pedagogical principles; pedagogically, it concerns the instructional strategies used to promote cognitive depth, reflection, and meaningful participation; and structurally, it concerns the influence of curriculum policy, teacher capacity, and available resources on classroom implementation. Such complexity necessitates a holistic analytical approach to understand the interconnections among these dimensions within the learning ecosystem.

Accordingly, the primary objective of this study is to critically analyze the implementation of Deep Learning in Pancasila Education at the primary school level, with particular attention to the integration of Mindful, Meaningful, and Joyful Learning in instructional planning, classroom implementation, and learning evaluation. More specifically, this study aims to: (1) examine the integration of Mindful, Meaningful, and Joyful Learning principles in instructional planning; (2) analyze the dynamics of classroom implementation; and (3) evaluate how learning assessment supports the internalization of Pancasila values. Ultimately, this study is expected to provide contextually grounded and evidence-based insights into the challenges and possibilities of implementing Deep Learning in Pancasila Education and to contribute to pedagogical transformation in civic education in Indonesia.

METHOD

Research Design

This study employed a qualitative approach using a single instrumental case study design to examine the implementation of Deep Learning in Pancasila Education at the primary school level. The case focused on one Grade 2 Pancasila Education classroom at SDN 04 Benua Kayong, Ketapang Regency, Indonesia. The study explored the implementation of Mindful, Meaningful, and Joyful Learning in three domains: instructional planning, classroom implementation, and learning evaluation.

Research Site and Participants

The study was conducted at SDN 04 Benua Kayong, Ketapang Regency, Indonesia. Participants consisted of one Grade 2 Pancasila Education teacher and 25 students. The teacher was selected purposively because of direct experience in implementing Deep Learning principles within the Merdeka Curriculum. All students participated in classroom observations, while six students representing different levels of classroom engagement and learning achievement participated in semi-structured interviews.

Research Instruments

Table 1. Instrument Matrix and Analytical Focus

Instrument	Main Data Sources	Analytical Domains	Examples of Indicators/Questions
Document Analysis	Modul Ajar, assessment sheets	Mindful, Meaningful, Joyful Learning; cognitive scaffolding; assessment validity	Alignment between objectives and activities; presence of reflective tasks; opportunities for higher-order thinking; assessment criteria
Classroom Observation	Teacher-student interactions and classroom activities	Mindful, Meaningful, Joyful Learning; activity trap; scaffolding	Teacher questioning strategies; student cognitive engagement; collaborative learning; excessive emphasis on physical activity; evidence of reflective thinking
Teacher Interview	Grade 2 teacher	Planning, implementation, assessment practices	How are Deep Learning principles incorporated into lessons? How are Pancasila values assessed? What challenges are encountered?
Student Interviews	Selected students	Learning experiences and value internalization	Which activities help you understand Pancasila values? How do you apply these values outside the classroom?

Source: Author's own construction, 2026

Data were collected using three instruments: (1) document analysis, (2) classroom observations, and (3) semi-structured interviews. Document analysis focused on *Modul Ajar* and assessment documents to examine the integration of Mindful, Meaningful, and Joyful Learning principles. Classroom observations were conducted to identify teacher-student interactions, cognitive engagement, questioning strategies, scaffolding practices, and learning activities. Semi-structured interviews with the teacher and selected students were conducted to explore learning experiences, instructional practices, and the internalization of Pancasila values.

Data Collection Procedures

Data collection was conducted from February to April 2026. The process began with document analysis, followed by non-participant classroom observations of eight Pancasila Education lessons, each lasting approximately 70 minutes. Subsequently, in-depth interviews were conducted with one teacher and six students. All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis.

Data Analysis

Table 2. Coding and Theme Development

Data Source	Initial Codes	Categories	Final Themes
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Classroom observations	Active participation, group games, enthusiastic responses	High behavioral engagement without conceptual depth	Activity Trap
Teacher interviews	Limited probing questions, emphasis on task completion	Restricted cognitive support	Scaffolding Limitation
Lesson plans (Modul Ajar)	Joyful activities, collaborative tasks	Dominance of Joyful Learning dimension	Imbalance among Mindful, Meaningful, and Joyful Learning
Assessment documents and interviews	General impressions, absence of explicit criteria	Subjective assessment tendencies	Halo Effect in Assessment
Student interviews	Enjoyment of activities, difficulty explaining concepts	Emotional engagement exceeding cognitive engagement	Limited Meaningful Learning

Source: Author's own construction, 2026

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification. A hybrid deductive–inductive coding approach was employed. Initial codes were developed from the concepts of Mindful, Meaningful, and Joyful Learning, while additional themes emerged from the data, including activity trap, scaffolding limitations, and the Halo Effect in assessment. Data validity was strengthened through triangulation of documents, observations, and interviews, as well as member checking with the participating teacher.

Ethical Considerations

Permission to conduct the study was obtained from SDN 04 Benua Kayong. Informed consent was obtained from the participating teacher and from parents or guardians of the students. Student verbal assent was also obtained before interviews and observations. All participant identities were anonymized, and data confidentiality was maintained throughout the research process.

RESULT AND DISCUSSION

RESULT

Document analysis of the Grade 2 Pancasila Education *Modul Ajar* for the topic "Living in Harmony" revealed a shift from content-oriented objectives toward value-oriented learning outcomes. The lesson plan mandated that students demonstrate respectful and harmonious behavior in peer interactions, as explicitly stated in the objectives: "Students will demonstrate respectful behavior during collaborative tasks."

Planning Dimension: Toward Meaningful and Value-Oriented Learning Design

Document analysis of the Grade 2 Pancasila Education *Modul Ajar* for the topic "Living in Harmony" revealed a shift from content-oriented objectives toward value-oriented learning outcomes. According to the lesson plan, students were expected not only to understand the concept of harmony but also to demonstrate respectful and harmonious behavior in their interactions with peers. In other words, the intended learning outcomes extended beyond factual understanding and incorporated behavioral manifestations of Pancasila values.

Evidence from the *Modul Ajar* further showed that contextual questions were integrated into the apperception stage to connect students' prior experiences with the lesson topic. One question, paraphrased from the lesson plan, asked students how they would respond when encountering different opinions during group activities. The document also specified experiential learning activities, including role-playing, picture-based discussions, and collaborative projects intended to promote cooperation and social interaction. These activities indicate the presence of Meaningful Learning and Joyful Learning components in the instructional design.

However, several limitations were identified from the planning documents. The *Modul Ajar* prescribed similar activities, worksheets, and assessment indicators for all students without specifying differentiated learning

pathways or additional support mechanisms. For example, all students were expected to complete identical tasks regardless of differences in participation or learning readiness. Moreover, most triggering questions emphasized factual recall and simple comprehension, whereas prompts encouraging analysis, reflection, and moral reasoning were rarely observed. Explicit scaffolding strategies, such as graduated prompts or alternative tasks for students requiring additional support, were not identified in the instructional documents.

Table 3 summarizes the evidence identified in the planning documents and its relationship to the dimensions of Deep Learning.

Table 3. Evidence of Deep Learning Principles Identified in the Modul Ajar

Planning Component	Evidence from Document Analysis	Related Deep Learning Dimension
Learning objectives	Learning outcomes emphasized the demonstration of respectful and harmonious behavior in daily interactions	Meaningful Learning
Triggering questions	Contextual questions linked lesson topics to students' experiences during group activities	Mindful Learning
Main activities	Role-playing, picture-based discussions, and collaborative projects	Joyful Learning
Assessment indicators	Observation of cooperative and respectful behavior	Meaningful Learning
Limitation identified	Similar tasks and worksheets were assigned to all students without differentiated support	Limited Scaffolding
Limitation identified	Questions predominantly focused on recall and simple comprehension	Weak Mindful Learning

Source: Author's own construction, 2026

The findings indicate that instructional planning in this case has begun to move away from procedural and content-oriented approaches toward a more value-oriented learning design. Evidence from the Modul Ajar suggests that teachers attempted to connect cognitive understanding with the enactment of Pancasila values through contextual objectives and experiential activities. Such efforts are consistent with constructivist perspectives that emphasize learning as the active construction of meaning through authentic experiences. The *Modul Ajar* specifically included an objective requiring students to "identify three examples of helping behavior in daily life," yet it lacked differentiated activities for diverse learner profiles. This document evidence confirms that while the curriculum design aims for meaning, the execution remains tethered to homogenous tasks. Therefore, the imbalance among Mindful, Meaningful, and Joyful Learning dimensions specifically the relative weakness of the Mindful component is not merely an observation of classroom practice but is rooted in the limited analytical depth prescribed within the instructional planning documents themselves.

Nevertheless, the three dimensions of Deep Learning were not equally represented. The documentary evidence demonstrated stronger manifestations of Meaningful Learning and Joyful Learning, whereas the Mindful Learning dimension appeared less developed. The predominance of recall-oriented questions and the absence of explicit scaffolding strategies limited opportunities for reflection and higher-order thinking.

From the perspective of Vygotsky's Zone of Proximal Development and the scaffolding framework proposed by Wood, Bruner, and Ross (1976), instructional support should progressively assist learners in moving from assisted performance toward independent understanding. However, evidence from the lesson plans showed that learning activities largely assumed homogeneous learner characteristics and provided similar experiences for all students. Within the context of this case, such planning practices may restrict the development of deeper cognitive engagement and contribute to an imbalance among Mindful, Meaningful, and Joyful Learning. These interpretations should be understood as context-specific and not as representing broader conditions across elementary schools.

Implementation Dimension: Affective Engagement and the Activity Trap

Classroom observations revealed that teachers were successful in establishing a supportive and emotionally engaging learning environment. Learning sessions frequently began with energizing chants, songs, and interactive

discussions that encouraged student participation. Students responded enthusiastically and actively participated in collaborative activities, indicating that the Joyful Learning dimension was strongly represented during instruction. One observation episode involved a lesson on harmonious relationships in which students worked in groups to create posters illustrating examples of respectful behavior toward friends. Throughout the activity, students appeared highly engaged in coloring pictures, arranging decorations, and discussing the appearance of their posters. During classroom interactions, the teacher asked, "What behaviors show harmony with friends?" Students responded with short statements such as "helping friends," "not fighting," and "being kind." These answers were immediately acknowledged by the teacher with positive reinforcement, such as "Very good" and "Excellent," after which students continued completing their posters.

However, no follow-up questions were observed to encourage deeper reflection or moral reasoning. For example, students were not asked why harmonious behavior was important, how they would respond to conflicts with peers, or whether helping friends might sometimes involve difficult choices. Consequently, classroom discourse remained largely descriptive and focused on identifying examples rather than examining underlying values or considering alternative perspectives. The observations further indicated that the completion of the poster itself became the primary focus of the activity. Students devoted considerable attention to coloring and decorating their work, whereas discussions concerning the meaning of harmony and the application of Pancasila values were relatively brief. Although students demonstrated high levels of behavioral participation, evidence of analytical thinking and reflective understanding was limited. Similar patterns were identified across several classroom observations, suggesting that active participation was frequently interpreted as evidence of successful learning.

The findings demonstrate a paradox between affective engagement and cognitive depth. While the Joyful Learning dimension was successfully enacted through interactive and collaborative activities, the dimensions of Mindful Learning and Meaningful Learning were less evident. Students were enthusiastic and actively involved in classroom tasks, yet opportunities for reflection, moral reasoning, and higher-order thinking remained limited. This imbalance can be understood through the concept of the activity trap. In the observed lessons, the physical completion of tasks appeared to become an end in itself rather than a means of promoting conceptual understanding. The poster-making activity successfully generated enthusiasm but did not automatically facilitate deeper engagement with the values underlying the lesson. Within the context of this case, active participation was often equated with meaningful learning, even though students' responses remained predominantly descriptive.

From the perspective of Vygotsky's Zone of Proximal Development and the scaffolding framework proposed by Wood, Bruner, and Ross (1976), deeper understanding requires systematic instructional support. Evidence from classroom observations showed that teachers tended to provide immediate affirmation without extending students' thinking through probing questions or reflective dialogue. Questions such as "Why is harmony important?", "What would you do if a friend disagreed with you?", or "Have you ever experienced a situation where helping others was difficult?" were largely absent. As a result, opportunities to guide students toward higher-order thinking and value internalization were constrained. These findings suggest that the challenge in implementing Deep Learning within this case did not lie in students' lack of enthusiasm but rather in the limited use of cognitive scaffolding. Consequently, the dominance of Joyful Learning over Mindful and Meaningful Learning contributed to an imbalance within the pedagogical triad. This interpretation should be understood within the specific context of the studied classroom rather than as a general characteristic of elementary education.

Table 4. Illustration of the Activity Trap Identified During Classroom Observation

Observation Episode	Teacher Question	Student Responses	Missing Scaffolding	Consequence
Poster project on harmonious behavior	"What behaviors show harmony with friends?"	"Helping friends"; "Being kind"; "Not fighting"	No probing questions or reflective prompts	Responses remained descriptive
Group discussion on cooperation	"Who should we respect?"	"Parents"; "Teachers"; "Friends"	No questions asking why respect is	Limited moral reasoning

Picture-based activities	Identification of examples shown in pictures	Naming visible behaviors	important or how to resolve conflicts No opportunities for analysis or alternative perspectives	High participation but shallow understanding
Collaborative tasks	Focus on task completion	Students concentrated on finishing products	No staged support for conceptual exploration	Behavioral engagement dominated cognitive engagement

Source: Author's own construction, 2026

Evaluation Dimension: Challenges of Validity and Assessment Practices

The evaluation dimension reveals several methodological and assessment-related challenges that constrain the accurate documentation of students' learning outcomes. Analysis of classroom documents showed that teachers predominantly employed simple binary checklists using a Yes/No format to assess students' attitudes and moral behaviors. Although this instrument provides practical advantages and facilitates administrative efficiency, it offers limited capacity to capture the complexity and gradual progression of character development. The use of dichotomous categories tends to simplify diverse behavioral manifestations, making subtle differences in students' moral reasoning and behavioral growth difficult to record.

Document analysis further indicated that the assessment sheets consisted of behavioral indicators that were marked only as "Yes" or "No," without descriptive notes or performance levels. During interviews, several teachers acknowledged that observing and evaluating approximately 25 students simultaneously posed considerable difficulties. Consequently, behavioral assessments were frequently completed after the learning activities had ended and relied largely on teachers' recollection rather than on systematic real-time recording. Such practices suggest potential inconsistencies in assessment documentation and may reduce the dependability of the evaluation process.

Regarding the evaluation dimension, the teacher reported experiencing difficulty in simultaneously monitoring 25 students, which led to reliance on retrospective judgments rather than real-time documentation. The identification of expectancy-related bias, or the Halo Effect, was specifically derived from triangulating interview statements where the teacher admitted to being influenced by students' overall classroom demeanor with assessment records that revealed remarkably uniform high scores for these same students across disparate behavioral indicators, despite field notes documenting inconsistent performance.

These findings indicate that, despite efforts to implement authentic assessment, the current evaluation practices remain methodologically limited. Authentic assessment emphasizes continuous, contextual, and multidimensional evaluation; however, the existing procedures rely heavily on simplified instruments and retrospective judgments. Therefore, more comprehensive assessment frameworks supported by descriptive rubrics, multiple sources of evidence, and systematic observation procedures are required to enhance the credibility and validity of character assessment in Civic Education.

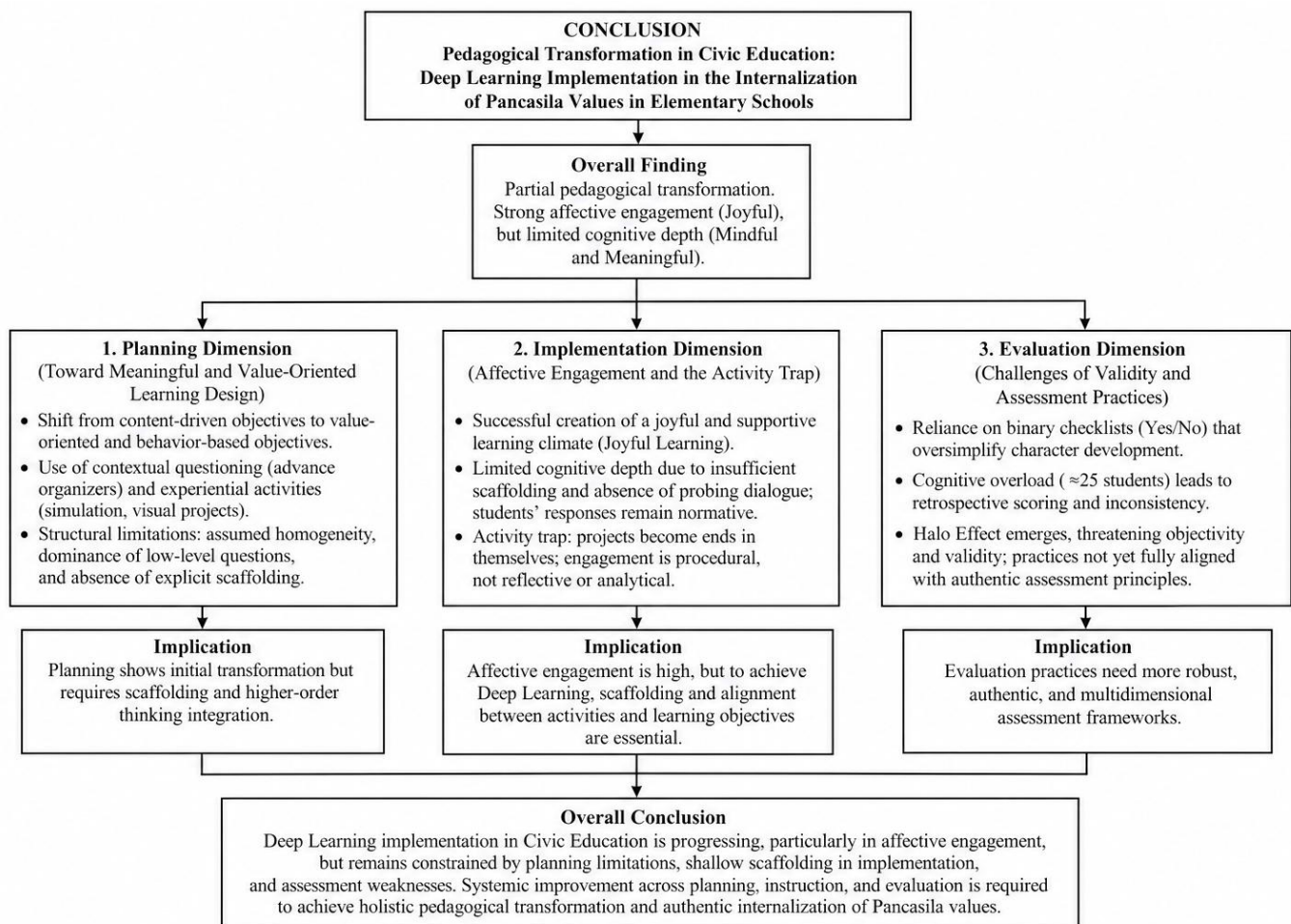


Figure 1. Conceptual Diagram of Pedagogical Transformation in Civic Education: A Qualitative Synthesis of Deep Learning Implementation in the Internalization of Pancasila Values at the Elementary School Level
(Source: Author's own construction, 2026)

DISCUSSION

These findings indicate that instructional planning in this case has begun to move away from procedural approaches toward value-oriented design. The integration of contextual objectives aligns with constructivist principles, yet the dominance of recall-oriented questions suggests a need for more robust cognitive scaffolding to bridge the gap between simple comprehension and higher-order thinking. Analysis of these three dimensions demonstrates that the pedagogical transformation has not progressed uniformly. While teachers have shown considerable success in fostering affective engagement through interactive and joyful learning activities, challenges remain in translating conceptual principles into lesson planning and in developing assessment practices capable of capturing the complexity of students' character development.

These findings suggest that the implementation of Deep Learning in the internalization of Pancasila values represents a gradual and uneven process rather than a fully integrated pedagogical transformation. Therefore, the discussion is organized around the three empirical dimensions identified in this study planning, implementation, and evaluation to explain how each dimension reflects both the progress achieved and the challenges encountered. By relating these findings to relevant theoretical perspectives and previous empirical studies, a more comprehensive

understanding of the opportunities and limitations of Deep Learning implementation in elementary Civic Education can be developed.

Pedagogical Reorientation Without Epistemic Depth

The transition observed in the planning dimension reflects an initial alignment with constructivist principles, particularly those articulated by David Ausubel regarding meaningful learning. The incorporation of contextual *advance organizers* indicates an emerging awareness of the need to connect new knowledge with students' prior cognitive structures. However, this transformation remains largely procedural rather than epistemic. The persistence of lower-order questioning and the absence of differentiated scaffolding strategies suggest that instructional design has not yet fully internalized the epistemological foundations of Deep Learning (Komalasari, 2025; Rosyad & Adalakun, 2026). This condition can be interpreted as a form of *surface-level reform*, in which pedagogical artifacts such as lesson plans and teaching modules adopt the discourse of innovation without fundamentally transforming the cognitive demands imposed on learners. In line with Bloom's revised taxonomy (Anderson & Krathwohl, 2001), the dominance of lower-order thinking tasks constrains students' progression toward higher-order processes such as analysis, evaluation, and creation. Empirical studies in Indonesian primary education further corroborate this pattern, indicating that Deep Learning is often implemented at a procedural level despite the use of contextual approaches (Anggrayni, 2025; Salim, 2026). Consequently, the intended shift from knowledge transmission to knowledge construction remains incomplete.

The Affective - Cognitive Disjunction in Classroom Practice

One of the most salient findings is the asymmetrical success of Joyful Learning compared to Mindful and Meaningful Learning. The effective creation of a positive emotional climate supports neuroscientific perspectives emphasizing the role of affect in learning processes. The reduction of the affective filter, as conceptualized by Stephen Krashen, enhances students' receptivity and engagement, thereby establishing favorable preconditions for learning. However, the findings indicate that affective engagement alone is insufficient to generate deep cognitive processing. The absence of sustained scaffolding, as theorized by Lev Vygotsky, limits students' ability to operate within their Zone of Proximal Development. Teachers' tendencies to prematurely validate student responses effectively truncate dialogic inquiry, thereby inhibiting the development of higher-order reasoning and metacognitive reflection (Andrian, 2025; Feriyanto & Anjariyah, 2024). This phenomenon reflects a critical misinterpretation of Deep Learning, where engagement is conflated with understanding. The emergence of the *activity trap*, as conceptualized by George S. Odiorne and elaborated by Katz and Dack, further underscores this misalignment. Classroom activities become performative rather than transformative, prioritizing visible participation over invisible cognitive processes. This finding aligns with contemporary critiques suggesting that student-centered approaches, when not accompanied by adequate cognitive rigor, risk failing to achieve meaningful learning outcomes (Lesnussa, 2026; Misnawati, 2026).

Structural Constraints and the Limits of Teacher Agency

The challenges observed in this classroom specifically the reliance on binary checklists and the subsequent cognitive overload point to structural tensions within the local instructional context rather than serving as evidence of broad systemic failures. These difficulties, as highlighted in the teacher interview and reflected in the simplistic design of the assessment instruments, suggest that when teachers are tasked with implementing sophisticated pedagogical reforms like Deep Learning in large, resource-constrained classes, the lack of robust evaluative frameworks can lead to inconsistent assessment practices that mirror the pressures of the immediate educational environment. The occurrence of the *Halo Effect*, as introduced by Edward Thorndike, further reveals the vulnerability of subjective assessment in the absence of robust evaluative frameworks. This bias not only undermines the validity of assessment outcomes but also highlights the need for more nuanced and multidimensional evaluation tools, such as the SOLO taxonomy (Biggs & Collis) and Krathwohl's affective taxonomy. These frameworks enable a more granular understanding of students' developmental progression, particularly in the domain of value internalization. Importantly, these findings suggest that the observed limitations are not solely attributable to teacher deficits but are embedded within systemic conditions. The discrepancy between policy ambition and implementation capacity reflects what Fullan describes as the "implementation dip," in which initial reform adoption may temporarily reduce effectiveness

due to insufficient structural support (Risal, 2025; Rizqiani, 2026). Therefore, the success of Deep Learning depends not only on teacher competence but also on sustained institutional and policy-level interventions.

Recontextualizing Deep Learning in Value Education

A key contribution of this study lies in its focus on Pancasila Education as a domain of value-based learning. Unlike STEM-oriented applications of Deep Learning, which typically emphasize cognitive outcomes, this context foregrounds the integration of moral cognition, affect, and action. The findings reveal that, without intentional pedagogical mediation, value education risks reverting to normative instruction, thereby reproducing the disconnection identified by Thomas Lickona between *moral knowing*, *moral feeling*, and *moral action* (Harjanti, 2026; Komalasari, 2025; Rosyad & Adalakun, 2026). The persistence of this disconnection indicates that Deep Learning in value education requires more than experiential activities; it necessitates structured opportunities for ethical reasoning, reflective dialogue, and moral dilemma analysis. The absence of Socratic questioning and dialogic pedagogy in the observed classroom practices limits students' ability to critically engage with moral concepts, thereby constraining the transformative potential of Pancasila Education.

Toward an Integrated Model of Pedagogical Transformation

Taken together, the findings suggest that the current implementation of Deep Learning is characterized by partial integration, in which individual components particularly Joyful Learning are adopted in isolation rather than as part of a coherent pedagogical system. This fragmentation underscores the need for an integrated model that simultaneously addresses cognitive, affective, and evaluative dimensions (Salim, 2026; Spangenberg, 2021; Tirtoni, 2025). From a theoretical perspective, this study reinforces the argument that Deep Learning is not merely a set of instructional strategies but a paradigmatic shift requiring alignment across curriculum design, instructional practice, and assessment systems. From a practical standpoint, it highlights the urgency of strengthening teachers' pedagogical content knowledge, particularly in scaffolding higher-order thinking and designing authentic assessments. In conclusion, while initial steps toward pedagogical transformation have been observed, the realization of Deep Learning in Pancasila Education remains contingent upon resolving the tensions between engagement and cognition, policy and practice, and intention and execution. This underscores the necessity of sustained, multi-level interventions to ensure that educational reform translates into meaningful learning experiences and genuine character development.

Comparison with Previous Studies

Several findings of this study corroborate previous empirical research concerning the implementation of Deep Learning and Pancasila Education in Indonesia. Salim et al. (2026) reported that the adoption of Deep Learning principles in elementary classrooms successfully increased students' participation and fostered a more interactive learning atmosphere. Similarly, Anggrayni (2025) found that student-centered learning activities contributed positively to students' enthusiasm and collaborative engagement during Civic Education lessons. The present study confirms these findings, as classroom observations revealed that teachers were generally successful in creating emotionally supportive learning environments characterized by active participation, collaborative tasks, and joyful learning experiences.

However, the current findings extend previous studies by demonstrating that high levels of affective engagement do not necessarily translate into deeper cognitive processing. While Salim et al. (2026) and Anggrayni (2025) primarily emphasized increased student activity as evidence of successful Deep Learning implementation, the present study indicates that learning activities often remained concentrated at the level of participation rather than reflection and conceptual understanding. Students appeared enthusiastic and actively involved, yet opportunities for higher-order thinking, critical reflection, and the internalization of Pancasila values were relatively limited. This pattern suggests the existence of an "activity trap," in which visible engagement is interpreted as evidence of deep learning despite the absence of sufficient cognitive scaffolding.

The findings also broaden existing discussions concerning assessment practices in character education. Previous studies generally focused on instructional strategies and classroom interaction, whereas limited attention has been given to how teachers evaluate the internalization of Pancasila values. Analysis of assessment documents and interview data in the present study revealed that teachers predominantly relied on binary checklists and retrospective judgments when assessing students' attitudes and behaviors. Moreover, thematic analysis suggested the possibility of

expectancy-related bias, whereby students who were generally perceived as disciplined tended to receive consistently favorable evaluations across multiple indicators. These findings indicate that the challenges of Deep Learning implementation are not confined to instructional procedures but also involve methodological issues in assessment practices.

Consequently, this study contributes to the literature by revealing that the limitations of Deep Learning implementation in Pancasila Education are systemic rather than merely technical. Unlike previous studies that mainly highlighted the benefits of active and joyful learning, the present findings demonstrate that pedagogical transformation remains incomplete when affective engagement is not accompanied by cognitive depth and robust assessment mechanisms. The identification of the activity trap and the potential influence of assessment bias represents an important extension of previous research and highlights the need for a more integrated approach to the internalization of Pancasila values in elementary education.

Limitations and Cautions

Despite its contributions, this study has several limitations. First, the single-case study design limits the generalizability of findings across different educational contexts. Second, the focus on one teacher and a specific classroom setting may not fully capture the diversity of implementation practices in other schools. Third, the qualitative nature of the study, while providing depth, does not allow for causal inference regarding the effectiveness of Deep Learning. Additionally, potential researcher bias and reliance on observational and interview data may influence interpretation, although triangulation was employed to enhance validity. These limitations suggest that the findings should be interpreted cautiously and within the specific context of the study.

Recommendations for Future Research

Future research should broaden the scope of investigation by incorporating multiple case studies across diverse geographical and socio-economic contexts to enhance transferability and analytical comparison. Longitudinal research designs are particularly recommended to examine the sustainability and long-term impact of Deep Learning implementation in educational settings.

CONCLUSION

The findings indicate that the implementation of Deep Learning in Pancasila Education at the elementary school level has progressed unevenly across the dimensions of planning, implementation, and evaluation. Although teachers have successfully created emotionally supportive and engaging learning environments through Joyful Learning, the development of cognitive depth and assessment quality remains limited. Consequently, the transformation toward Deep Learning appears partial rather than fully integrated. The findings further reveal two important challenges in the internalization of Pancasila values. First, the emergence of the activity trap suggests that high levels of student participation do not automatically indicate deep cognitive engagement. Second, limitations in assessment practices, including the use of simplified instruments and indications of expectancy-related bias, may constrain the accurate and objective documentation of students' character development.

These findings imply that the implementation of Deep Learning requires a balanced integration of affective engagement, cognitive depth, and evaluative rigor. The study contributes to the literature by demonstrating that the three dimensions of Deep Learning Mindful, Meaningful, and Joyful Learning may be implemented unevenly in value-based education. The findings also emphasize that affective engagement and active participation should be accompanied by opportunities for reflection, conceptual understanding, moral reasoning, and authentic character formation. Therefore, Deep Learning should not be understood merely as the creation of enjoyable and active learning environments, but as a pedagogical process that connects student engagement with deeper cognitive and reflective learning.

Based on these findings, several practical recommendations can be proposed. At the classroom level, teachers should strengthen Mindful and Meaningful Learning through structured dialogic questioning, reflective activities, and cognitive scaffolding that encourage students to explain, reason, and relate Pancasila values to everyday situations. At the school level, instructional coaching and peer support can assist teachers in moving beyond activity-oriented practices toward deeper learning experiences. Furthermore, teacher professional development should place greater

emphasis on reflective learning strategies and assessment literacy, particularly through the development and use of more comprehensive, criterion-based, and continuum-oriented instruments for documenting students' character development. Because this research was conducted as a single-case study within one specific educational context, the findings should be interpreted analytically rather than generalized statistically. Future studies involving multiple schools and educational contexts, as well as longitudinal designs, are recommended to further examine the consistency, sustainability, and transferability of Deep Learning implementation in Pancasila Education.

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