The Role of Pancasila Education Teachers in Building Student Creativity through Deep Learning (Case Study at SMA Negeri 12 Semarang)

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Abstract

Pancasila Education learning plays a strategic role in shaping students' character and creativity as part of the demands of 21st-century competencies. Along with the implementation of the Deep Learning approach, teachers are required not only to focus on mastery of content but also to foster student's creativity. This study aims to analyze the extent to which Pancasila Education Teachers contribute to developing student's creativity through the Implementation of Deep Learning at SMA Negeri 12 Semarang. This research employs a descriptive qualitative approach using a case study method. Data were collected through observation, interviews and documentation involving students and Pancasila Education Teachers as informants. Data validity is maintained by Triangulation Techniques, while data analysis followed the model proposed by Miles and Huberman, which includes data reduction, data presentation, and drawing conclusions. The results of the research indicate that the role of Pancasila Education Teachers as designers, facilitators, and evaluators of learning is grounded in principles of Mindful, Meaningful, and Joyful learning. The implementation of discussion-based and project-based learning encourages active student engagement and the development of creativity at a conceptual level, despite experiencing obstacles in the form of differences in student characteristics, limited time, and unequal access to technology. This research emphasizes the importance of the role of teachers in bridging the implementation of Deep Learning with the development of student creativity in Pancasila Education.

Keywords: deep learning, student creativity, teacher's role

INTRODUCTION

Education plays a crucial role in shaping students' character, enabling them to become intelligent, creative, and citizens with integrity. Through a well-directed educational process, students are not only equipped with academic competencies, but also nurtured with moral values, ethics, and a sense of responsibility. In the context of Indonesian education, the values of Pancasila are the primary foundation upon which the younger generation builds strong character. Pancasila serves as a reflection of the national life as well as the foundation for developing attitudes and behaviors aligned with national identity. By establishing Pancasila as the foundation for education in Indonesia, students can develop into individuals who consistently practice the values of Pancasila in their daily lives.

Curriculum implementation is a necessary effort to ensure that educational practices in schools are carried out as intended. The quality of curriculum implementation can be assessed by comparing between the planned curriculum and the actual curriculum, a curriculum is considered effective when the gap between the two is minimal (Wahono & Wardhani, 2016). The Ministry of Primary and Secondary Education of the Republic of Indonesia, through Regulation Number 13 of 2025 concerning Amendments to the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024

concerning Curriculum in Early Childhood Education, Primary Education Level, and Secondary Education Level initiated the concept of Deep Learning. This approach emphasizes student-centered learning and is aligned with the principles of the Merdeka Curriculum. The Deep Learning approach prioritizes a mindful, meaningful, and joyful learning experience (Kementerian Pendidikan Dasar dan Menengah, 2025), so that students not only memorize content but also deeply understand and internalize learning materials. The implementation of Deep Learning aligns with the development of 21st-century competencies, which include Faith and Devotion to God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication skills. Through this approach, students not only understand the material conceptually but also able to analyze, apply, and evaluate knowledge in various real-life contexts (Wijaya, 2025). In Indonesia, the implementation of the Deep Learning approach aligns with the principles of the Merdeka Curriculum, which emphasizes freedom of learning and project-based learning (Putri, 2024). This alignment fosters creativity among students by providing opportunities to explore knowledge more deeply, solve problems innovatively, and support the emergence of innovation within classroom learning processes.

According to (Wardhania et al., 2023), the Merdeka curriculum requires teachers to develop teaching and learning process based on HOTS (High Order Thinking Skills). The implementation of includes critical thinking, creativity and innovation, communication skills, collaboration, and self-confidence. This approach aligns with the concept of the Deep Learning approach, which prioritizes students being able to explore concepts and solve problems collaboratively. Through learning activities that demand in-depth analysis and the development of new ideas, students have the opportunity to strengthen their creativity. This creativity is one of the key graduate profile components embedded within the Deep Learning approach and supports the internalization of other competencies essential to this learning model. In the current education world, the concept of Deep Learning has gained increasing attention. This is also in line with the vision of the Indonesian Minister of Primary and Secondary Education, Abdul Mu'ti, who brings learning experiences not only focus on mastering knowledge but also on discovering meaning with the learning process (Isnayanti et al., 2025).

Pancasila Education serves as a crucial foundation in shaping student's character development and a key component of the Merdeka Curriculum. This subject functions as a moral foundation for students, fostering their personalities and guiding them to become citizens who reflect the noble values of Pancasila. However, the development of creativity in Pancasila Education still faces various challenges. Learning practices tends to be dominated by lectures, leading to one-way communication and a lack of active student participation. Consequently, there is a gap between the objectives of the subject—which aim to foster creativity—and the actual classroom practices. As a result, students have not yet been able to optimally apply Pancasila values creatively in their everyday lives.

According to (Ainurramadhani et al., 2025), creative thinking skills are a core competency that students must possess in order to respond to the challenges of education in the 21st century. These skills are closely related to critical thinking, collaboration, and communication, all of which are integrated within the Deep Learning approach. The development of creativity is an important aspect that must be emphasized at all levels of education, from elementary to higher education. Within the framework of Deep Learning, creativity represents one of the key dimensions of graduate competencies. Its implementation is not solely determined by instructional strategies used in the teaching and learning process, but also by the teacher's ability to create a learning environment that encourages students to develop their creativity. A supportive learning environment enables students to confidently express ideas and produce creative outcomes that embody Pancasila values, particularly within the context of Pancasila Education. According to previous research by Retnoasih, Jajang Hendar, and Lili Halimah in 2025 entitled "Growing Student Creativity Through the Pancasila Student Profile Strengthening Project," indicates that failure to develop creativity can cause students to be less able to adapt to changes and challenges in the future. Creativity plays a vital role in shaping individuals who are critical, innovative, and possess a strong sense of national identity rooted in Pancasila values. If this problem is not immediately addressed, students may have difficulty competing in an increasingly dynamic and competitive global environment in the future (Retnoasih et al., 2025). In the context of Pancasila Education, the creativity dimension reflects students' capacity to think innovatively, flexibly, and originally in processing ideas and information to generate unique and meaningful solutions. Students are expected to be able to view problems from various

perspectives, generate many ideas, and effective alternative solutions. Students with high level of creativity tend to think beyond the ordinary, explore ideas in depth, and modify or create something new, meaningful, and have a positive impact on their environment.

In the context of SMA Negeri 12 Semarang, based on observations conducted by researchers on November 17, 2025, the implementation of Deep Learning has been carried out and implemented in Pancasila Education learning. This momentum becomes an important basis for examining the extent to which the role of Pancasila Education teachers in designing, implementing and evaluating Deep Learning oriented towards developing the student's creativity through contextual and meaningful classroom practices, as well as identifying the supporting and inhibiting factors in its implementation. However, the current reality is learning practices that foster creativity have not yet been optimally implemented, as there remains a gap between the ideal concept of Deep Learning and its actual classroom practice. The novelty of this study lies in analyzing the extent to which the role of Pancasila Education teachers in supporting and bridging students in developing the creativity dimensions, an area that remains relatively underexplored empirically within the context of Pancasila Education Learning. Therefore, this research is relevant to provide conceptual and practical contributions in the development of a Pancasila Education learning model that is more creative and in line with the demands of 21st-century competencies.

METHOD

This research employs a descriptive qualitative approach through a case study method. Case studies are an essential method in qualitative research, especially in exploring complex phenomena tied to specific contexts. By using this approach, researchers can analyze the relationships between variables in depth through various data collection techniques, such as interviews, observation, and document analysis (Siregar et al., 2024). This approach was chosen because the focus of the research is the role of Pancasila Education teachers in developing students' creativity through deep learning, which requires a deep understanding of the phenomenon, because it has important value. The descriptive qualitative approach also provides space for researchers to dig deeper and understand the dynamics faced in the field contextually.

The research was conducted at SMA Negeri 12 Semarang, which was selected because the school has implemented Pancasila Education learning based on Deep Learning approach as an effort to shape and develop student's creativity. This research employs a descriptive qualitative approach with a case study method that aims to describe the role of Pancasila education teachers in learning at SMA Negeri 12 Semarang. Data were collected through observation, interviews, and documentation to obtain comprehensive information. The validity of the data in this study is maintained through triangulation techniques, including the comparison of observation results, interviews, and documentation, as well as source triangulation involving Pancasila Education teachers and students of SMA Negeri 12 Semarang as research informants. This study also directly observed the Pancasila Education learning process carried out in the classroom. The researcher used the Miles and Huberman model of data analysis which includes three main stages: data reduction, data presentation, and conclusion drawing. According to Miles and Huberman, qualitative data analysis are initially tentative and may change if they are not supported by strong evidence obtained during subsequent data collection. However, if the conclusions drawn at the early stage are supported by valid and consistent evidence when the researcher returns to the field, then the conclusions can be considered credible (Sugiyono, 2013).

RESULT AND DISCUSSION

This section is structured with the aims to analytically examining the role of Pancasila Education teachers in fostering student's creativity through Deep Learning at SMA Negeri 12 Semarang, as outlined in the objective's research presented in the introduction. The discussion will focus on how teachers can design, implement, and evaluate Pancasila Education Learning activities that are oriented toward developing student's creativity and its alignment with the principles of Deep Learning.

The Meaning of Creativity in Pancasila Education Learning at SMA Negeri 12 Semarang

Empirically, the findings of this study indicate that Pancasila Education teachers perceive creativity not merely as the final product produced by students, but also as a process that involves thinking, responding, and confidently expressing reflective ideas during learning activities. Creativity is understood as how students can respond to a problem, express their ideas or opinions, and also be able to connect learning materials to their daily life. This perspective aligns with (Susantun, 2023), who states that creativity in Pancasila Education learning can also be enhanced by encouraging active participation and formulating new ideas related to Pancasila values by students. Therefore, this understanding reflects a shift in the learning paradigm from an outcome-oriented towards the student's thinking process. Theoretically, this view is in line with the concept of creativity where there is a cognitive and affective thinking process that prioritizes students' abilities to construct meaning and develop ideas and problems reflectively in Deep Learning.

The teacher's understanding is in line with the concept of Deep Learning, specifically in the Pancasila Education, which emphasizes active student involvement and the ability to connect knowledge to real-life processes in order to foster sustainable creativity. This is in line with the view of (Rahmandani et al., 2025), who stated that quality learning involves active student involvement, achieving comprehensive competencies, and ensuring that learning materials are relevant to students' real-world needs. In the context of Pancasila Education, creativity is an important thing in bridging students to understand learning materials in depth, reflectively, and conceptually so that this is in accordance with the principles of Deep Learning which emphasizes meaningful understanding that is not just memorization. The teacher's perspectives also show a pedagogical awareness that Pancasila Education is not only oriented towards normative knowledge acquisition, but should also foster the development of students' cognitive capacities. Creativity thus functions as a medium through which students internalize the values embedded in each principle of Pancasila in a contextual and reflective manner. In this sense, creativity serves not only as a normative goal but also as a bridge connecting Pancasila values with the social realities encountered by students in their daily lives.

Furthermore, understanding creativity as a process oriented toward students' thinking strengthens the teacher's role in fostering creativity by providing open-minded thinking. Today, teachers are no longer the sole source of knowledge, but also serve as guides who provide stimulus, prompting questions at the beginning of learning, and classroom situations that encourage students to think critically and creatively. In the context of Deep Learning, this condition will enable a reflective dialogue between students and the learning materials, their social environment, and the application of the Pancasila values they have learned. As a result, the creativity experienced by students will indirectly grow naturally through meaningful and contextual Deep Learning, so that learning in Pancasila Education is not only about understanding concepts and simply memorizing material, but also building awareness of relevant values and civic attitudes in students.

The Role of Teachers in Designing Deep Leraning that Fosters Student's Creativity

The planning of Deep Learning serves as a strategic process that determines the direction of student participation in the teaching and learning process. Findings from the study conducted at SMA Negeri 12 Semarang indicate that Pancasila Education teachers play an active role in designing learning activities that integrate the principles of Deep Learning. Teachers initiate the learning process with provocative questions to encourage students to think critically and creatively, followed by project-based assignments that prioritize active student involvement. Furthermore, teachers must be able to optimize student motivation, which can be achieved by adopting student-centered learning strategies (Puspita & Nurmasitah, 2025). This strategy is expected to enable students to understand the learning material not only conceptually, but also internalize the values contained in Pancasila through Deep Learning.

The implementation of active and creative learning approaches, such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Discovery Learning, is an effective means of stimulating student creativity. This is in line with the findings of (Salsabila, 2025), who argue that this approach has been proven to improve learning outcomes, critical thinking skills, creativity, and learning motivation. Through this model, students are encouraged to be able to explore ideas, collaborate with peers, and produce products based on the assignments given by the teacher, for example, such as videos, posters, or

infographics that will later present students' understanding of Pancasila Education learning materials in the classroom. These practices also reflect mindful, meaningful, and joyful learning, which constitute the core of the Deep Learning approach. Furthermore, they align with constructivist learning theory, which emphasizes learning through direct experience, idea exploration, and problem-solving as a means to foster deeper understanding and the optimal development of students' creativity.

The Teacher as a Facilitator in Developing Student's Creative Thinking

In addition to serving as designers of learning, Pancasila Education teachers must also act as facilitators who empower students to express their ideas by providing sufficient space to explore learning materials. Through this facilitative role, students not only develop communication skills but also strengthen their self-confidence and creative thinking abilities (Fatma et al., 2025). Teachers also have a role in building a classroom environment that supports students' courage to think creatively. As a facilitator, teachers are expected to provide facilities that can help and facilitate students in learning activities, so that the learning process can run smoothly and purposefully (Novianti, 2021). In this context, the teacher's role is to guide and support students in achieving learning objectives, thereby enabling the development of national character values to be nurtured and strengthened (Mahardika, 2023).

The findings of this study at SMA Negeri 12 Semarang indicate that the role of Pancasila Education teachers as facilitators can provide a comfortable space for students to express and develop creative ideas and concepts. Teachers not only provide one-way work instructions, but also guide classroom discussions, initiate to open learning with stimulating questions, and adapt learning task to students' abilities in Pancasila Education. This can help students become more confident and actively involved in the learning process that prioritizes creativity, especially in group discussions and group collaborative work.

The classroom climate established by the teacher is open and well-directed, allowing students to freely develop their ideas as creatively as possible, provided that they remain within the agreed-upon learning rules. Based on students' perceptions gathered through interviews, they given the freedom to express their opinions without fear of being blamed by the teacher, so that indirectly this has encouraged and fostered students' courage in thinking creatively. Teachers are also expected to position themselves as facilitators and guides who contribute to creating a conducive and participatory classroom atmosphere. This is also in line with the concept of classroom environment theory, which emphasizes being able to create a sense of psychological safety and positive interpersonal relationships as essential prerequisites for fostering creativity and active participation from students.

Assessment and Appreciation of Creativity by Teachers in Pancasila Education Learning

Assessment is a crucial component of the learning process and significantly influences how students perceive and experience creativity within Deep Learning. Teachers, as evaluators, are responsible for conducting evaluations throughout the learning process, from planning to implementation and use of assessment results (Laia, 2023). In the context of Pancasila Education, which is oriented toward Deep Learning approach, assessment serves not only as a tool for measuring learning outcomes, but also as a means of supporting student's active engagement and continuous development creativity.

Findings from the study at SMA Negeri 12 Semarang indicate that teachers assess students' creativity not solely based on the final products they produce, but also by considering their thinking processes, level of participation, attitudes, and skills demonstrated throughout the learning activities. Assessment is conducted holistically through various forms, including evaluations of knowledge, skills, and attitudes that are integrated into learning activities such as discussions, projects, and presentations. Through this comprehensive approach, teachers are able to obtain a complete picture of students' capabilities in supporting Deep Learning that is mindful, meaningful, and joyful.

In addition, teachers must also be able to provide motivation in the form of appreciation as part of their responsibilities in fostering positive behavior and shaping students' character in accordance with healthy societal development (Maslikhah, 2025). Teachers can motivate students by offering appreciation, listening to their opinions, providing opportunities to express opinions, giving rewards for achievements, delivering engaging learning experience, and constructive guidance (Wahyuni, 2024). This appreciation plays an important role in improving student competence and self-confidence, thus creating a conducive learning atmosphere in the classroom and certainly making students more comfortable in expressing ideas

and experimenting with creative ideas.

These assessment and appreciation practices demonstrate the teacher's role as a reflective evaluator. Teachers not only assess students through numerical scores or grades, but also assist them in the learning process and provide deeper understanding. This will support the sustainability of Deep Learning and create a more positive, inclusive, and meaningful learning environment. The practice of providing assessment and appreciation from teachers to students demonstrates that the teacher's role extends beyond administrative evaluators to facilitators and motivators in Pancasila Education learning. Teachers do not merely evaluate students' achievements in quantitative terms, but also provide constructive feedback aimed at helping students understand their strengths and develop themselves. This form of assessment and appreciation enables students to reflect on both their learning processes and outcomes, encouraging them to actively engage in learning activities and take greater responsibility for their own growth.

Supporting and Inhibiting Factors in the Implementation of Deep Learning at SMA Negeri 12 Semarang

The implementation of in-depth learning in Pancasila Education is influenced by various interrelated factors. These factors include teacher readiness, the characteristics of students directly involved in Deep Learning process, and the school environment. Understanding the supporting and inhibiting factors is crucial to ensuring optimal implementation of Deep Learning in schools.

Based on observations and interviews conducted at SMA Negeri 12 Semarang, teacher readiness in implementing and designing Deep learning is a key supporting factor. Teachers are able to adjust learning strategies to accommodate students' characteristics, which aligns with the view of (Ramadhani et al., 2024) that Pancasila Education teachers, who are responsible for shaping character, fostering national awareness, and instilling civic values, must adapt their teaching methods to technological developments without diminishing the essence of the subject matter. This perspective is further reinforced by (Ferrary et al., 2024), who state that adapting learning models, methods, and strategies to individual student characteristics allows for more meaningful and inclusive learning experiences, ultimately supporting the achievement of national education goals and maximizing each student's potential. This readiness serves as a foundation for teachers in creating Deep Learning based on the principles of mindful, meaningful, and joyful learning. Furthermore, the school environment at SMA Negeri 12 Semarang is also a supporting factor in the implementation of Deep Learning. Supportive school policies and well-established communication between teachers also help create an innovative learning climate, providing opportunities for teachers to develop sound Deep Learning practices.

On the other hand, researchers also identified several inhibiting factors in the implementation of Deep Learning at SMA Negeri 12 Semarang, such as differences in student character and activity levels, which require teachers to adapt different methods to ensure all students achieve the set learning objectives. Another challenge is limited access to technology experienced by some students, particularly when teachers want to implement technology-based learning innovations. Additionally, constraints related to limited instructional time and fixed class schedules also pose challenges. These obstacles require teachers to continuously adjust their teaching strategies and engage in reflective practices to ensure that the objectives of Deep Learning can still be achieved effectively.

Implications of Deep Learning in Pancasila Education for the Development of Student's Creativity at SMA Negeri 12 Semarang

The findings from interviews with students and teachers, supported by classroom observations at SMA Negeri 12 Semarang, indicate that the implementation of Deep Learning in Pancasila Education has a positive impact on the development of students' creativity. By allowing students the freedom to explore and express their ideas, learning not only enhances creativity but also builds self-confidence and active engagement in the learning process (Majid & Ratnawati, 2024). Students become more confident in expressing their ideas and opinions and actively participate in the learning process through group discussions, teacher-assigned assignments, and class presentations. Observations also further revealed students' perceived improvement in learning activities, demonstrating active participation when learning related to issues in everyday life.

The implications of Deep Learning are also evident in changes in students' attitudes and ways of thinking. Based on interviews with Pancasila Education teachers at SMA Negeri 12 Semarang, students experienced learning as more enjoyable and meaningful, fostering positive attitudes, self-confidence and motivation to learn. Students also stated that it was easier to understand Pancasila Education material because it focused not only on the teacher's delivery but also on discussion- and project-based learning experiences. These observational findings demonstrate students' cognitive and emotional engagement during Pancasila Education learning.

Furthermore, this research indicates that the Deep Learning approach implemented at SMA Negeri 12 Semarang also strengthens the role of Pancasila Education teachers as facilitators or mentors in the teaching and learning process. Teachers are no longer the sole source of information for students, but also act as guides who support and direct student in their learning process. These implications provide an empirical basis for schools to address the demands of 21st-century education, which emphasizes the need for a transformation in learning that focuses not only on content mastery, but also on developing critical thinking, creativity, communication, collaboration, and strong and adaptive character. In this context, the Deep Learning approach serves as a relevant and effective strategy aligned with the goals of contemporary education (Handayani, 2025).

CONCLUSION

Based on the research results, it can be concluded that the role of Pancasila Education Teachers has a strategic and important role in fostering creativity for students through the implementation of Deep Learning at SMA Negeri 12 Semarang. Teachers are not only as material deliverers but more than that, teachers also play an active role in designing, implementing and evaluating learning that is oriented and based on the principle of mindful, meaningful, and joyful student involvement. Through learning planning based on discussions and project assignments, teachers are able to foster students to be able to think creatively and have original ideas and dare to convey their ideas and are also able to relate Pancasila values to real-life contexts creatively.

The results of the research indicate that creativity in deep learning within Pancasila Education is not only assessed and interpreted as a final product, but also as a process of reflective thinking and students' ability to develop ideas and solutions to problems experienced. The teacher's role is also proven to be essential in creating a safe and participatory classroom environment so that students feel valued and motivated to express their ideas creatively. Assessments are also carried out by teachers that cover aspects of knowledge, attitudes, and skills accompanied by appreciation during the learning process. This approach further strengthens students' self-confidence and supports the sustainability of student creativity within deep learning activities.

However, the implementation of Deep Learning at SMA Negeri 12 Semarang also encountered various obstacles, such as differences in student characteristics, levels of classroom participation, limited learning time, and student's access to technology. These findings emphasize the need for adaptive skills of Pancasila Education teachers and support from schools to optimize the implementation of Deep Learning. The novelty of this research lies in the role of Pancasila Education Teachers as a bridge in the development of the creativity dimension in Deep Learning from an empirical perspective. Therefore, this research is expected to be able to contribute conceptually in the development of more creative Pancasila Education learning in accordance that aligns with the demands of competencies in the 21st century.

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